

THE BULLETIN OF THE NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS

OF THE NATIONAL EDUCATION ASSOCIATION

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Monthly October to May Inclusive

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VOLUME 23

DECEMBER, 1939

NUMBER 86

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The February Convention

of the
NATIONAL ASSOCIATION
OF SECONDARY-SCHOOL PRINCIPALS

St. Louis, Missouri

February 24-28, 1940

Headquarters: THE NEW HOTEL JEFFERSON

GENERAL THEME: THE SECONDARY SCHOOL
IN OUR AMERICAN DEMOCRACY

THE PROGRAM

FIRST GENERAL SESSION

SATURDAY

February 24

6:00 P. M.

Ivory Room

The New Hotel

Jefferson

Dinner Session.

Presiding: K. J. Clark, Principal of Murphy High School, Mobile, Alabama, and President of the National Association of Secondary-School Principals.

Address: "Youth To-day," Floyd W. Reeves, Director of the American Youth Commission of the American Council on Education.

Two dollars per plate. Dinner tickets sold only to those holding membership cards, or to holders of convention cards. Convention cards will be issued to those having membership cards, or will be sold at one dollar for all sessions of the convention, or for fifty cents a single session.

SECOND GENERAL SESSION

MONDAY

February 26

2:15 P. M.

Assembly Hall 3

Municipal

Auditorium

THEME: MODERN EDUCATION MEETS THE NEEDS OF YOUTH.

Presiding: Truman G. Reed, Principal of Lewis and Clark High School, Spokane, Washington and Member of the Executive Committee on the National Association of Secondary-School Principals.

Address: "The Challenge of Rational Education in the Secondary School," F. R. Wegner, Superintendent of Schools, Roslyn Heights, New York.

Address: "Meeting the Needs of Youth in Human Relations," Alice V. Keliher, Chairman Human Relations Commission, Progressive Education Association.

(This part of the program will be a presentation of one of the Human Relations Commission's films, followed by a discussion of the problem which the film presents by young people from St. Louis High Schools under the direction of Dr. Alice V. Keliher.)

An Appraisal: Francis T. Spaulding, School of Education, Harvard University, Cambridge, Massachusetts.

THIRD GENERAL SESSION

TUESDAY

February 27

2:15 P. M.

Assembly Hall 3

Municipal

Auditorium

THEME: VITALIZING THE SCHOOL PROGRAM FOR ALL YOUTH.

Presiding: Oscar Granger, Principal of Haverford Township High School, Upper Darby, Pennsylvania, and First Vice President of the National Association of Secondary-School Principals.

Address: "Changes in Secondary Education Necessary for the Solution of the Problems of Youth," Charles H. Judd, Educational Consultant, National Youth Administration, Washington, D. C.

Address: "The Work of the Implementation Committee," Will French, Professor of Secondary Education, Teachers College, Columbia University, New York City, and Chairman of the Committee on Implementation.

Reports on Promising Efforts: Willard E. Goslin, Webster Groves, Missouri; Edward D. Grizzell, University of Pennsylvania, Philadelphia; Harold C. Hand, Stanford University, California; John Rufi, University of Missouri, Columbia, Missouri; Joseph E. Stonecipher, Des Moines, Iowa; John E. Worthington, Waukesha, Wisconsin. Summary and discussion by B. L. Dodds, Purdue University.

TUESDAY

February 27

4:00 P. M.

Committee Room 3-A

**Municipal
Auditorium****WEDNESDAY**

February 28

2:15 P. M.

Committee Room 3-B

**Municipal
Auditorium**

Address: "Report of the Planning Committee," Francis L. Bacon, Principal of Evanston Township High School, Evanston, Illinois, and Chairman of the Planning Committee.

Round-Table Conference led by Aubrey Williams, Chief, National Youth Administration, Washington, D. C.

Business Meeting

FOURTH GENERAL SESSION**The Junior High-School Program**

THEME: THE NEW FRONTIERS OF THE JUNIOR HIGH SCHOOL.

Presiding: Virgil M. Hardin, Principal of Pipkin and Reed Junior High Schools, Springfield, Missouri, and Member of the Executive Committee of the National Association of Secondary-School Principals.

Address: J. Paul Leonard, Professor of Secondary Education, Leland Stanford University, Stanford University, California.

Discussion Leaders: Eli Foster, Principal of Central High School, Tulsa, Oklahoma; C. F. McCormack, Principal of Jarrett Junior High School, Springfield, Missouri.

WEDNESDAY

February 28

2:15 P. M.

Committee Room 3-A

**Municipal
Auditorium****The Senior High-School Program**

THEME: THE IN-SERVICE TRAINING OF SECONDARY-SCHOOL TEACHERS.

Presiding: Hugh H. Stewart, Principal of Davis High School, Mount Vernon, New York, and Member of the Executive Committee of the National Association of Secondary-School Principals.

Address: "Making Guidance Effective Through Teacher Participation," Galen Jones, Principal of Plainfield High School, Plainfield, New Jersey.

Address: "The Principal's Responsibility for the In-service Training of Teachers and How This Responsibility May Be Discharged," C. L. Cushman, Coördinator,

Commission on Teacher Education, American Council on Education, Washington, D. C.

Discussion: Richard D. Allen, Assistant Superintendent of Schools, Providence, Rhode Island; N. B. Hendrix, Principal of Woodlawn High School, Birmingham, Alabama.

WEDNESDAY

February 28

2:15 P. M.

Committee

Room 3A

Municipal

Auditorium

The Junior-College Program

THEME: THE IMPLICATIONS OF DEMOCRACY FOR THE JUNIOR COLLEGE.

Presiding: John E. Wellwood, Principal of Central High School, Flint, Michigan, and Second Vice President of the National Association of Secondary-School Principals.

Address: B. Lamar Johnson, Dean of Stephens College, Columbia, Missouri.

Discussion:

THE EVALUATORS

Chairman: Paul E. Elicker, Principal of Newton High School, Newtonville, Massachusetts, and Member of Executive Committee.

Monday afternoon: Paul A. Rehms, Principal of Grosse Pointe High School, Grosse Pointe, Michigan; Harold Benjamin, Dean of the College of Education, University of Maryland, College Park, Maryland.

Tuesday afternoon: John Rufi, Professor of Education, University of Missouri, Columbia, Missouri; Eli C. Foster, Principal of Central High School, Tulsa, Oklahoma.

Wednesday afternoon:

Junior-High Section—Harold Alberty, Director of the University School, Ohio State University, Columbus, Ohio; Raymond Schlosser, Principal of Haverford Township Junior High School, Upper Darby, Pennsylvania.

Senior-High Section—Charles F. Allen, Little Rock, Arkansas; J. Cecil Parker, Director of Secondary-School Curriculum Study for Michigan.

Junior-College Section—C. W. Martin, Professor of Education and Director of Research, State Teachers' College, Kirksville, Missouri; Arthur Andrews, President of Grand Rapids Junior College, Grand Rapids, Michigan; C. L. Anspach, President of Central State Teachers' College, Mount Pleasant, Michigan.

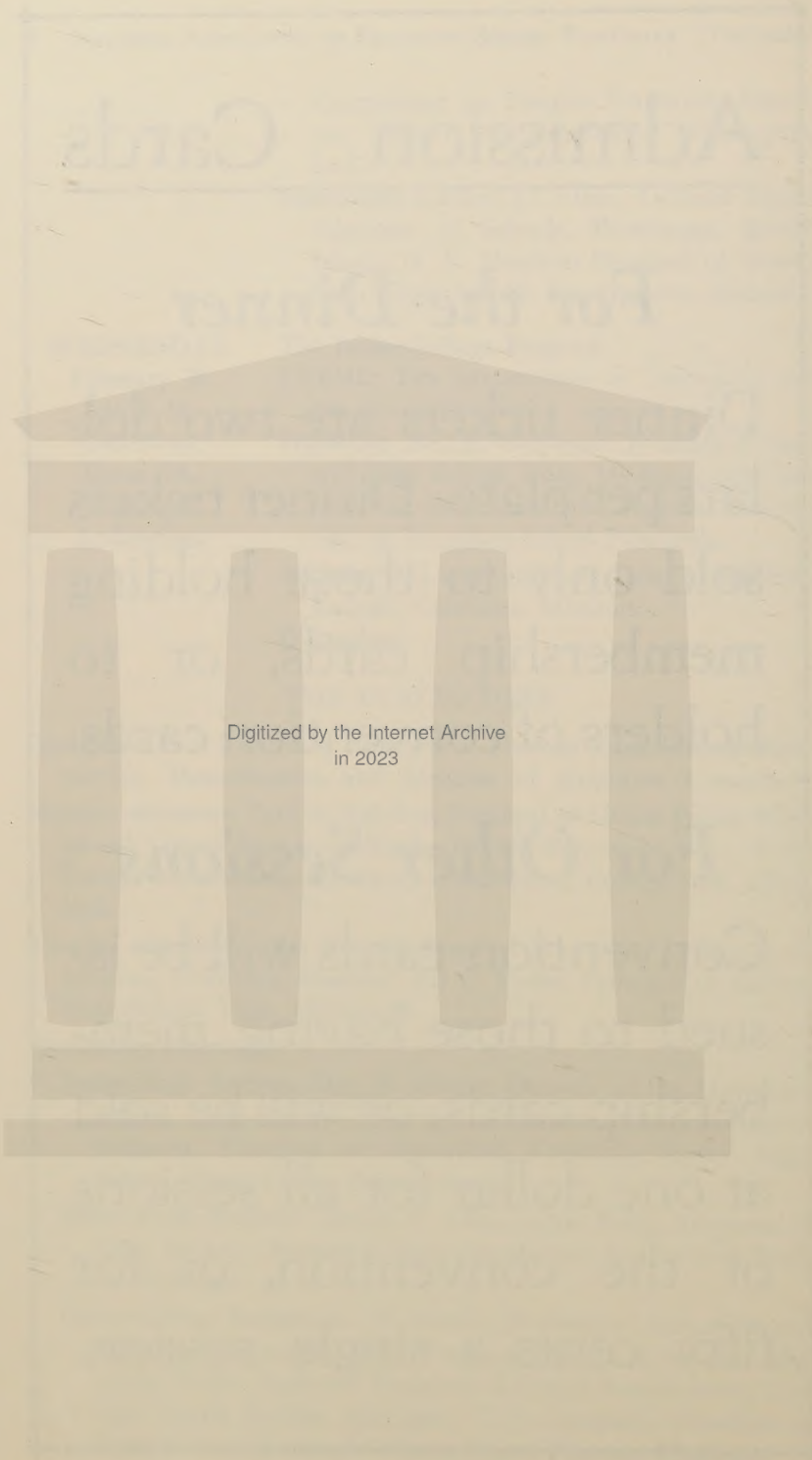
Admission Cards

For the Dinner

Dinner tickets are two dollars per plate. Dinner tickets sold only to those holding membership cards, or to holders of convention cards.

For Other Sessions

Convention cards will be issued to those having membership cards, or will be sold at one dollar for all sessions of the convention, or for fifty cents a single session.



Admission Cards

For the Dinner

These tickets are two-fold

Large plate - Dinner ticket

Sold only to those holding
memberships in the
National Association of Secondary-School Principals
for the year 1939-40
Convention tickets will be
sent to the principal of the
school of the member

By the National Association of Secondary-School Principals

1939-40

in one dollar for the year
of the convention of the
National Association of Secondary-School Principals

THREE PROBLEMS FOR HIGH-SCHOOL PRINCIPALS

F. T. SPAULDING

Harvard University

The most serious problems which confront American secondary schools at the present time grow out of the need for fundamental revision of the curriculum in the light of the new demands being made on the schools. Closely related to the need for curriculum revision is the need for certain changes in the organization and administration of the secondary schools. Three matters in particular deserve attention: (1) the present requirements for graduation; (2) the organization of the so-called "general" or "citizenship" curriculum; and (3) the kind of education which high schools provide for girls, as contrasted with their programs for boys.

I. What ought to be the requirement for graduation from the secondary school?

Present requirements for high-school graduation emphasize the accumulation of a prescribed total of academic credits. There is often little relation between these requirements and out-of-school demands. In consequence, the usual high-school diploma is largely meaningless; it offers little, if any, guarantee of the kind of competence which is important outside of school.

The diploma could have real and important meaning if, instead of being a mere summary report on the scholastic motions which a pupil had gone through, it were a conscientious statement of what the pupil's education had made him good for. High schools presumably intend to prepare their pupils for two kinds of activity, at least: for citizenship, and for either making a living or going on studying. A diploma which had real meaning might fairly be expected to state that the pupil to whom it was granted was prepared to make a beginning at these activities, that in the school's judgment he was likely to become an acceptable citizen, and that the school could recommend him as prepared to succeed in a specified kind of job or in further study in a particular type of higher institution. A pupil who could not fairly be granted such a diploma as this ought not to be regarded as having successfully completed his secondary-school work.

Tradition, uncertainty on the part of the schools as to the conditions for success outside of school, and perhaps the opposition of local communities, may prevent the substitution of a meaningful diploma for the present decorative but largely meaningless parchment. Even so, may not a school profitably ask itself about every pupil whom it graduates whether that pupil is actually ready to leave school, and whether the school has done all it could have done to prepare him for the kind of diploma that might be a letter of recommendation rather than a mere super-report card?

II. Is general education enough for the high-school graduate?

High schools now commonly provide a so-called "general" curriculum—renamed in certain schools the "citizenship" curriculum. The general curriculum offers an easy way to graduation for numerous boys and girls who cannot or will not meet high academic standards, but who want their high-school programs to have the flavor of academic respectability. In many schools this curriculum differs from the standard academic curriculum only in that it allows pupils to choose a number of subjects not included in the conventional list of college-preparatory subjects, and that it "waters down" the usual academic courses so that pupils of mediocre academic ability can obtain passing marks in them. In other schools the general curriculum places more than ordinary emphasis on the social studies—sometimes including special courses in individual and community problems—as a means of providing training in citizenship for boys and girls who will not go on to college. In both types of schools the general curriculum tends to give boys and girls who will end their full-time schooling with the high school an education which at best may somewhat euphemistically be said to concern itself with living, but which has little or no bearing on the serious business of making a living.

Data gathered in various youth studies show that the great majority of boys and girls—even those enrolled in college-preparatory curricula—assume that their high-school work will help them to make a living. Merely general education will not satisfy this very reasonable expectation; nor can the schools long continue to overlook the growing need for some sort of direct preparation for work on the part of every boy and girl who, leaving school, is to do more than drift.

General education may properly represent a large part of the high school's program for every boy and girl. In the light of present conditions, however, it is fair to ask whether the high school ought to approve as a terminal program a curriculum which gives to large numbers of pupils only academic learning and training in citizenship. A general curriculum may perhaps have a place in the earlier high-school grades as a means of allowing certain pupils to try themselves out in various subjects before deciding on a specialized program, but there is increasing reason to believe that enrollments in such a curriculum should grow smaller year by year, instead of larger, and that no pupils whatever should be allowed to graduate from this curriculum.

III. Should high-school education for girls be identical with high-school education for boys?

Repeated studies have shown that girls are given better marks than are boys by the teachers who judge the work of high-school pupils. Objective tests given to boys and girls, however, indicate that by the time

they leave school, girls in general know less than boys from the same grades and the same curricula, about matters which are of concern to boys and girls alike; that girls have fewer and less active intellectual interests than boys; that girls' interests are more standardized than the interests common among boys.

These differences between boys and girls undoubtedly spring from out-of-school influences more largely than from school activities. It is significant, however, that as boys continue in school their interests tend to parallel more closely the kinds of activities provided in the school program, whereas the interests of girls remain much the same from grade to grade. There is strong reason to believe that in the present high-school program schools are providing a boys' education for girls and boys alike.

Should girls differ from boys in being chiefly *less* this and *less* that? Ought not the school to develop a program for girls which will make girls particularly strong in fields where they may be more active than boys—certain phases of science, citizenship (especially local affairs), arithmetic of the home, hygiene, and the like? To provide such a program will call for imagination and ingenuity in a field which has thus far been almost entirely unexplored; yet the school which can make even a small beginning in this field may contribute greatly to the value of our fundamental scheme of general education.

SOME SUPERVISORY VALUES IN HIGH-SCHOOL ADMINISTRATION

EUGENE YOUNGERT

University of Vermont

I

"And now, Mr. Smith, who would you say is the very best teacher in your school?" The writer was one of a small group of educators visiting schools in search of instances of superior teaching. Having sampled classroom work in a senior high school enrolling in excess of three thousand pupils, they asked the question presented above of the school's widely and favorably known principal, an administrator receiving in annual salary a sum greater than \$6,000.00

Without hesitation came both the reply, "Miss Johnson, of the Latin department," and Mr. Smith's suggestion that he would escort the visitors to Miss Johnson's room and introduce them to her. To the protest that would involve too great intrusion upon the time of a busy man, Mr. Smith rejoined, "Not at all, not at all. In fact, I should be glad for an excuse to visit her room."

Sparing detail, let it be said that Miss Johnson proved to be so uninteresting a teacher that no one of the visitors would have given her

second thought as a prospect for placement in a school under his leadership. She may have been a profound Latin scholar, but she displayed very little knowledge either of teaching methods or of ways and needs of boys and girls. In teaching ability, several persons whom the group had observed in their random visiting were far superior to this woman upon whose brow this principal had placed his crown of laurel.

At the close of the period, Miss Johnson was asked how often Mr. Smith, who, because of press of office duties, had been unable to remain throughout the lesson, visited her classes. Her reply was an illuminating one: "Why, Mr. Smith has visited me only once. That was during the first few minutes of the first day of my teaching career in this city, thirteen years ago." (Was it an unduly suspicious nature that caused the writer to sense in the tone of this reply surprise that a busy principal should be expected to waste time needlessly supervising a teacher whom he had carefully engaged because of her outstanding excellence as a teacher?)

Nevertheless, Mr. Smith had been able instantly to state that Miss Johnson was the very best teacher in the school, and although it may be possible that he could produce some evidence in support of his belief, that evidence could not include first hand experience of her teaching, gained as a supervisor in the classroom.

Perhaps at this point it would be well to interject the remark that names herein contained are without exception fictitious, but that equally without exception, instances are faithfully reported.

Recently, the writer asked students in classes in a well-known college of education to give him written reports describing the most helpful supervisory conferences in which they had participated with high school principals. With extremely few exceptions, the reports were to the effect that as teachers, the class members had been engaged in no genuinely supervisory conferences, primarily because principals had not visited their classes for purposes of supervision.

With equally few exceptions, most of the principals who were members of the classes, largely administrative heads of small schools, reported that they seldom visited classes. Reasons for this neglect of supervision varied from sheer lack of time because of personal heavy teaching schedules to simple dread of seeming to sit in judgment of teachers who had been their colleagues during the preceding school year.

The experience with Mr. Smith and the responses made by the above mentioned students, are, first, confirmation of what is commonly accepted as the fact that in the light of what they *do* as heads of schools, many high school principals tend to see themselves as organizers and administrators, despite whatever obeisance they may pay the ideal of improvement of instruction; and are, secondly, centers of suspicion that many

principals, harassed by the details of their positions, possessed often of but the meager outposts of a philosophy of secondary education, and untrained specifically in methods of teaching and of supervision, will continue to follow the path of least resistance and remain administrators, rather than strive to become men and women creatively engaged in efforts to improve teaching and learning situations in their schools.

The purpose of this essay is to suggest to the principal who believes himself short of the time, training, or inclination necessary for supervision that many activities which he has classified in general as non-supervisory can in fact be highly supervisory in nature if only he will see them so; but that supervisory values inherent in administration very likely will not be converted into realities unless the principal compels himself to be aware of them.

II

Observe, for instance, a principal busy at the task of remodeling his plant. In a high school building housing approximately double the number of pupils for whom originally it had been designed, the principal conceived the idea that enormous corner rooms with splendid window space on adjoining walls easily could be rebuilt so that each room would become two rooms. His method of making the transformation was to construct a wall on the diagonal from the outermost corner of the room to a point near enough to the opposite inner corner to allow space only for a door into the new room. When the job was completed, what he had were two triangularly shaped rooms, separated along the common hypotenuse by a wall built (actually!) of two layers of ordinary building board. And then that principal happened to move on to the proverbial greener fields.

During the summer, the newly engaged principal directed the superintendent's attention to the fact that the new rooms were poorly adapted to classroom use; that the shape of the rooms almost compelled a seating arrangement that would be conducive to poor order, that the blackboards on the slanting wall could not but work serious hardship to many pupils, and that the flimsily constructed separating walls permitted sound easily to be transmitted from one room to the other. But the rooms already were in existence, and the superintendent, whose concern, perforce or otherwise, was for dollars and cents, refused to permit them to be re-designed according to plans presented by the new principal, which would have provided rectangularly shaped rooms and sound-proofed walls, with no alteration of the essential structure of the building.

However, the prophesied difficulties materialized, and those rooms for a complete school year sorely taxed the patience and skill of teachers assigned to them. During the following summer, the proposed second re-building occurred.

In the remodeling under discussion, both principals were interested in conservation of space. The first man saw an apparently easy and inexpensive way (in money) to build two rooms where there had been one, and he gained permission to have the construction done. But it would be hard to imagine that he gave heed to the demands of the work that would be done in the new rooms. Baldly stated, he was an administrator making rooms. The second man gave first consideration to the fact that these were to be school rooms in which were to be set up teaching and learning situations. He was a school leader making *school* rooms, and in that capacity he was contributing to the improvement of instruction.

Should it be contended that this situation is too unusual to be utilized in making his point, the writer would disagree, for he knows of many instances of remodeling as poorly conceived and executed as was this one. Nor need he restrict himself to consideration of improvement of old properties, for he has seen many new plants in which buildings, their surrounding grounds, and their equipment never were adequate to the requirements of the educational programs which they were designed to aid. In construction or furnishing of a school plant, the administrator serves the ideal of the improvement of instruction who sees, fundamentally, children and teachers in learning and teaching situations, and who constantly bends the skill of architect and contractor to that purpose. The administrator dis-serves the cause of education who, regardless of the professional vocabulary in which he may clothe his thoughts, so *acts* as to be merely a builder or a buyer. In this connection, it would be impossible to forget a story inimitably related in his classroom by Professor N. L. Engelhardt about a school in which a store room was choked with chairs that had been purchased for kindergartners; chairs that had not been designed for kindergartners, that were too large for kindergartners, that never once had been used by kindergartners, but that were being saved against the day when, perchance, kindergartners might be re-designed to fit them. The chairs had been purchased because they had been offered at a very favorable price.

Let there be no doubt of it, that in his most practical duties as administrator, if the principal obeys the precept that the real end sought is the improvement of instruction, he will charge with instructional implications many tasks that usually are classified as non-instructional.

III

A major duty of principals, or one in which they should have at least respected powers of recommendation, is the engagement of teachers. This activity many school men classify under the title of organization and administration, rather than under the title of supervision. Whether it will be catalogued primarily as the one or the other will depend to a large degree upon the principal's point of view, portrayed not by what he says

but by what he does toward constantly improved instruction. Consider, for example, a device that is used by practically all school officers at one time or another in selection of new teachers for schools under their direction,—the personal interview with a candidate for appointment to the staff. Concerning the interview, Douglass, having paid his respects to the extremely small value of photographs as a basis for prediction of teacher success, says, "Even the personal interview . . . is not much more reliable."¹ With that statement, school executives find it easy to agree. But is the statement sound? Why should not one who has examined an application for appointment, who has studied transcripts of academic records, and who has read letters of recommendation, find the personal interview with the candidate a valuable device to facilitate the engagement of the kind of teachers desired for the school?

The answer will be near at hand for the teacher who looks back upon situations in which he has been interviewed as a candidate for teaching positions. Let him recall the nature of an interview. Was it a general or a professional conversation? Who did most of the talking, principal or candidate? Were there not first polite, casual items discussed for the purpose of what is usually called "breaking the ice?" And did not there follow felicitous references to the respective *Almae Matres* of the conferees, and nostalgic, affectionate, or reminiscent queries such as, "And did you know good old Professor So-and-So, and is Dean Thus-and-Thus still carrying on, and have they paid off the stadium bonds yet?" Whose educational ideas were exposed, those of the candidate? Or did the principal tell how he thought a school system should be conducted? What evidence was there that the interview was following a carefully conceived plan devised to permit the employing officer to gain not only a general impression of the candidate, but also an impression of him as an educator? The writer has put these questions to many teachers, and not quite but almost invariably, the response has been the same—the interview apparently followed no plan; it was a general, polite conversation; the principal did most of the talking.

Why should not the administrator who has analyzed the requirements of the position to be filled and whose eye is single to his responsibility for the improvement of instruction, be able to impart high value to the personal interview as a device in the process of engaging teachers? If he is to do that, however, he must plan the interview so carefully that he possesses a pattern into which, upon the unheralded appearance of a prospective teacher, he can go as readily as the actor goes into his routine upon his appearance before an audience, or the talented salesman in the

¹Douglass, Harl R. *Organization and Administration of Secondary Schools*, p. 96. Ginn and Company, Boston, 1932.

presence of a possible buyer; but which pattern, in the case of the invited candidate, he can adapt to situations implicit in applications, transcripts, and references. The writer has asked principals in professional courses to step before the class and interview applicants for hypothetical vacancies, and in not one case has he found a principal able intelligently to carry through with the assignment. He concedes that the occasion confronted the student with an artificial and very difficult problem, but he reports further that in not one case has the student failed to state that he has no planned interview for such moments. Thus, teachers and principals have agreed that the personal interview has seemed to proceed in haphazard fashion.

What is an example of a question in a planned interview? A question that gracefully fits into a professional conversation, rather than one that subjects the candidate to an exasperating quiz? Let us assume that a man who has called upon you has announced himself as an applicant for a Latin teaching position, and let us assume, further, that you are in need of a Latin teacher. If you are at all an affable person, it should not be difficult for you to phrase sincerely some such disarming question as this: "You know, as I look back, I often wonder what my teachers were trying to do for me when I was studying Latin. What would you hope to do for boys and girls in this school, were we to engage you to teach Latin here?" In such a question, there is nothing derogatory to teacher or subject, unless you want it to be so. Let us assume that the candidate replies that the study of Latin will help students with their study of English. If he does, he is talking about transfer, and surely you want to know his belief about that. So, you ask him *how* Latin contributes to the study of English—and you learn whether he expects transfer to be automatic or whether he teaches for it. But, perhaps, his face alight, he will say that he holds that not all children should study Latin, but that there are intellectually gifted pupils whom he enjoys introducing to the sheer intellectual fun of study of the classics, and into whose lives he hopes to bring deep and lasting satisfactions—and then you are off on another tack.

Many questions will suggest themselves to the interested principal who realizes to what an extent planning can assist him in interviewing applicants for vacant positions. But another significant idea will be occurring to him: "True, the planned interview will help me catch the teaching ideals of the candidate, and to that extent it should contribute to the improvement of instruction. Yet, it will do more than that. If, on the basis of a well conceived interview, I engage a teacher, there will have been established a degree of professional rapport upon which I can without embarrassment visit the new teacher's classes." That will be a welcome string to the bow of the principal who has found class visitation a difficult duty upon which to enter.

Thus, one principal meets prospective teachers and holds pleasant, general conversations with them, on the basis of which he forms general judgments of them as men and women. Another meets them in well directed professional conversations through which he not only makes general personal judgments, but also gains insight into, if not their teaching abilities, at least their teaching ideals. The first man has positions to fill and is filling them. The second, knowing that what he wants is constantly improved instruction, is following a pattern by which he hopes to achieve it. In neither case is there guarantee that one principal will secure poorer teachers and the other better, but there is always the probability that intelligent consideration of what is wanted, plus intelligent planning, will get what is wanted. And is it not well-nigh certain that the principal who plans the whole procedure of the engagement of teachers with better instruction of boys and girls as his primary purpose, will bring under contract more able teachers than will he who sees teacher engagement as a routine administrative duty? And is it not likely that such planning will eventuate not only in more productive interviews, but also in the improvement of all the devices contributing to the discharge of the important duty of teacher selection? Perhaps this would best be the place to quote a facetious but unfortunately not fictitious remark made in the writer's hearing late in the summer of 1939 by the superintendent of a politically minded school district: "We engaged fifteen teachers in twenty minutes, but we have been three weeks trying to hire one janitor."

IV

That the drafting of the daily time schedule is an important administrative task, no one doubts who is familiar with school operation. There are many who say that it is the principal's most critical single administrative act. With all this, the writer agrees, but he is convinced that to the principal concerned at every turn with improvement of instruction, construction of the schedule can be the performance of a supervisory as well as of an administrative duty—if its supervisory possibilities are discerned. On the other hand, he realizes that to one possessed solely of the idea that classes must meet with a minimum of conflict, making the schedule may be a matter merely of juggling classes until a workable arrangement emerges.

A situation illustrative of this position is the case of a Miss Ferris, who for almost twenty-five years had been a teacher in a rather large high school, and who in that time both had become accepted by the community as a superior teacher in a branch of the natural sciences, and had made for herself an enviable place in the hearts of the residents of the city. Latterly, however, she had been showing unmistakable signs of professional deterioration, and had become a cause of serious concern to a prin-

principal who had been accustomed to accepting her as a strong member of the staff. Efforts to draw her into conversation in an attempt to uncover her difficulties were so unsuccessful as to lead to the conclusion that she was unaware that at last she, perhaps, was descending into the rut that is the common end of many who permit themselves to rest upon the plaudits of past success. It was tragedy to realize that here was a woman who reasonably could be expected to teach for seventeen years before she would reach the age of retirement, but who had lost the zest for teaching.

The principal's canvass of the situation disclosed as likely bases of attack upon his problem the facts that Miss Ferris possessed a strong undergraduate major in history, and that she had fostered her interest in that field through long membership in a section of the local Woman's Club which directed its attention to political and economic discussion. But any hope of the principal that the unfortunate situation might be corrected by transferring this teacher to the history department suffered sudden demise at the hands of a superintendent who, in the cause of expediency, refused to tamper with what he seemed to consider Miss Ferris's vested interest in the teaching of science in the school.

Then came the season for drawing up the schedule for the following year, and the principal found upon his hands a predicament of his own creation, namely, a stray class in history that could not be included in the already full assignments of other teachers of history. On the dual grounds of her major in history and of her demonstrated interest in that field, he asked Miss Ferris, as a service to him, to take the class, and she refused to do so. Compromise was reached when it was agreed that extra-curricular duties would be removed from her schedule for the year, and she became the teacher of a class in Modern European History! The sequel can be related in a few words. Miss Ferris requested that she be transferred to the history department, and two years later she became (and remained) the enthusiastic, progressive chairman of that department.

A tale from the Arabian Nights? No,—as the writer can attest from personal knowledge of the facts here related. What we have is simply a principal whose zeal for the best possible instruction of boys and girls discovered legitimate new fields of conquest for an able woman upon whom long years of teaching of a single subject had palled; and whose manipulation of the daily time schedule made that conquest a realizable event. An *unusual* case, then? Only to the extent that problems always seem unusual to the unimaginative. Rather, it is likely that wherever teachers have taught for as long as twenty-five years, and frequently where they have taught for no more than five years, there will be those sorely in need of a principal whose imagination will seek out for them some supervisory means by which they may be given new leases of professional life.

Many instances could be given of the use of the schedule in supervision. There is the principal in a conservative locality who scheduled American history and American literature in successive periods, who assigned the same pupils to both classes, and who then persuaded the two teachers to experiment with the instruction of the groups as one double period unit. There are principals who schedule faculty members into the teaching of facets of their fields with which they should become more familiar; and there are those who over a period of years carefully direct every member of a department into the teaching of every course within the department, in order that all may have a vision of the totality of the department's offerings. And there is the principal who saved Miss Jens to the teaching profession. Miss Jens, a brilliant teacher of foreign languages, had suffered intensely under the stress of family disaster, had lost her grip, and was considering resignation from her post. Her principal, convinced that as never before she needed stimulation from her work, and aware of her lively interest in modern drama, relieved her of a portion of her customary foreign language teaching and assigned her, instead, classes in English literature, in which she and the pupils would read, among other things, several dramatic works, both classical and modern. Miss Jens, who is known to the writer, has told him that the relaxation she found in her new classes, and the challenging study demanded of her as teacher, helped carry her through a cruelly trying year, and may have been contributory to the fact that she weathered her storm and remained a teacher.

Of course, the new classes assigned to these teachers were in line with known interests, abilities, and training, and were not evidence of arbitrary actions by distraught principals. The point is that a principal who sees his every duty as the servant of instruction, and who never sees administration as an end in itself, will be on the alert for signs both of undeveloped abilities and of professional decay among members of the staff; and in scheduling the activities of the school, he will find testing grounds for new and invigorating teacher interests. In truth, as he wrestles with the schedule, always he will see it as a device not only for the distribution of pupils into learning situations, but also for the continuous improvement of those situations.

V

Are school marks a supervisory device? Principals enrolled in the writer's classes have thought that marks are an administrative means of noting and recording a pupil's progress on the ladder that leads to graduation, and of facilitating transfer of the record of his achievement to another institution. In schools represented by these principals, with some exceptions, teachers are given little description of the bases upon which different marks may be earned. Rather, they are told only that

the school uses a number system, 100 being the highest attainable mark, and, for example, 70 the lowest passing mark; or that the school employs a letter system, with marks ranging from A, excellent, through B, C, D, to F, failure. Teachers have reported that usually they have received no instructions about marking beyond an occasional statement relative to the maximum percentage of failures that will be tolerated. Teachers further report that rarely have they been asked to assist in development of the marking system. So far as these particular principals and teachers are concerned, it is clear that marks constitute an administrative tool.

However, marks, even though the system be quite formal, can be part of a principal's whole program for the improvement of instruction, as witness the experience of a school whose five letter system has as bases for award of specific marks only teacher judgment and whim. In faculty meeting, the principal indicted the marking system on two counts: he said, first, that it was the product of one man only, whereas he believed that it should be the joint creation of those who were to use it; and he insisted, secondly, that there was nothing in the system to encourage uniformity in marking. The second charge, he effectively illustrated by means of a study of marks assigned to the same papers by different members of departments in the school.

After extended discussion, upon motion of the faculty the principal appointed a large committee, instructed to bring in a report proposing characteristics of classroom work, progress, and citizenship which in the judgment of the committee should be evaluated in determination of a specific mark to be given a specific pupil. The report, submitted here not as perfect, but solely as instance, suggested six respects in which a pupil's achievement should be studied preparatory to awarding him a term, or final, mark: 1) dependability in understanding assignments; 2) thoroughness in preparation; 3) promptness, neatness, and independence of work; 4) nature of participation in class discussion; 5) regularity of attendance; 6) general cooperation in affairs of the class. A second committee later devised standards under each of the accepted six points, describing conditions under which to assign the respective marks of A, B, C, D, F.

Thus, the principal had precipitated discussion that compelled teachers to develop criteria for marking, and had secured in the reports of the two committees underlying material for a splendid series of professional faculty meetings. That principal since has said that it would be a salutary experience for every group of teachers to undertake to determine both the pupil achievement which they reasonably may expect in their classes, and the means by which they as teachers may participate in the venture of making possible and of evaluating that achievement. With this opinion the writer agrees, for he believes that through a well-directed

faculty, even as formal a marking system as that just described can become one of the principal's tools for the improvement of instruction in the school.

VI

It is not a purpose of this presentation to paint in an all-inclusive way the supervisory possibilities inherent in every administrative act. The reader's own imagination will prompt further illustrations, among them, the professionalization of the faculty meeting, which often is devoted to routine subjects better presented in the form of bulletins. Nor is it intended to suggest that there is *any* substitute for supervision upon the basis of observed teaching. All that is attempted is to demonstrate to the principal who for one reason or another is loathe to visit classes in the school, and who may therefore consider himself not a supervisor, that in his activities as administrator lie rich supervisory potentialities, awaiting only insight on his part to permit them to become realities. It is hoped that principals may be encouraged to analyze duties which they have classified as non-supervisory, in order that from them they may abstract every particle of supervisory worth.

CHANGING CONCEPTS IN THE PURPOSE OF THE JUNIOR HIGH SCHOOL AND ITS STATUS IN OREGON

By D. A. EMERSON and V. D. BAIN

The junior high school, a distinctly American institution, although advocated by forward-looking educators on theoretical ground, probably for the most part came into actual existence as an administrative device. Early writers on the junior high school clearly recognize both the educational and administrative aspects of the institution. In 1927, Koos in his book on the junior high-school indicates a number of functions peculiar to that institution. The most important of these as indicated by the frequency of mention by educational leaders at that time were, in the order of frequency, recognition of individual differences, retention of pupils, economy of time, providing conditions for better teaching, exploration and guidance, beginning vocational education, improving discipline and providing socializing opportunities, recognizing the nature of the adolescent child, and securing better scholarship. In a manual prepared by Harl R. Douglas and F. L. Stetson and published by the State Department of Education in 1922, four general functions similar in nature were given as follows:

1. To provide gradual and more certain transition from elementary to secondary education.
2. To explore and discover the abilities, interests, and capacities, individual and common, of young people of the ages affected.

3. To provide for the more complete adjustment of educational materials and methods to the capacities, interests, and abilities, individual and common, of these young people.
4. To create a more favorable educational environment for the development of social good will and effective social activities.

As the junior high school developed, some practices and trends early took form, which soon became targets of criticism from certain educational quarters. It was pointed out that they created two breaks in the educational ladder, one at the end of the sixth grade and the other at the end of the ninth, instead of the single break between the eighth and ninth grades; and in many instances the transition from the sixth grade to the highly departmentalized junior high school probably constituted a more serious problem for the individual child than the transition from the eighth grade to the departmentalized high school. This condition was made more objectionable to some by the combination of subject-matter emphasis and departmentalization because each junior high school teacher was teaching a subject to a great number of pupils every day, whereas in the elementary school the teacher associated with a small group of pupils throughout the whole day and, hence, in spite of the subject-matter emphasis, necessarily gave more attention to the personal and social development of the individual child.

The junior high school was, and is to a large extent today, thought of by many school people as a preparatory school for the high school and, therefore, a great deal of high school subject matter, somewhat modified to be sure, crept down into the junior high school. Along with this in some junior high schools two other tendencies developed. So far as subject-matter offering was concerned the seventh and eighth grades became merely glorified elementary schools and the ninth grade transplanted portions of the high school. So far as social organization was concerned there was a distinct aping of the high school program in spite of its lack of suitability for children of junior high school age. During its early development much of the vocational work of the junior high school was altogether too specific and too specialized to actually meet the needs of children of junior high school age. Many of the so-called guidance and exploratory attempts merely became more or less formalized small divisions of certain high school courses. Studies in the relative achievement of junior high school pupils and pupils of the same grade in the 8-4 setup failed to show any noticeable superiority of the junior high school pupils in the subject matter and skill tests. On the other hand some studies show that the junior high school has contributed more than the 8-4 plan schools in the socialization of pupils and the development of wholesome personality. The evaluation of such factors are, of course, extremely difficult.

Forward-looking junior high school teachers and administrators have recognized these difficulties and have progressively worked at the task of conserving the obvious values of the junior high school while eliminating or minimizing its weaknesses and defects. Experienced junior high school teachers who have taught both under the traditional plan and under the junior high school plan are in general agreement that the advantages and values of the latter much more than offset its weaknesses. The junior high school organization sets the stage for reorganization of the curriculum, for the application of new methods of teaching, and for better programs of guidance but does not necessarily insure the fact that they will be realized.

Examination of recent literature on junior high school practices points to the following trends which appear to be in varying stages of realization.

1. The junior high school is developing primarily as an institution for continuing general education.
2. There is greater emphasis upon the development of social intelligence and actual social living at the maturity level of the children of this age.
3. The preparatory function of the junior high school for senior high school, although still considered important in some sections, is secondary to its general educational purpose.
4. Technical vocational training as such has little or no place in the junior high school program.
5. The so-called specific exploratory courses are giving way to a more vital and general guidance program.
6. More emphasis is being placed upon the creative and appreciative experiences.

The term "junior high school" does not occur in the Oregon school code. The fact that no specific recognition in the school law is given to this type of school organization has not hindered its progress in the larger school districts in the state. In 1922 a junior high school manual containing an outline of a course of study and tentative standards was issued by the state superintendent of public instruction, J. A. Churchill. Ten years later the standards were revised through the aid of a committee of public school administrators who met in 1932 in a conference of junior high school principals and superintendents.

The fact that the law does recognize the secondary school as beginning with grade nine has perhaps restricted the growth of the junior high school to some extent. The only specific reference in the school law to the scope of the high school is in reference to the course of study and high school diplomas. In these particular references the high school is spoken of as comprising four years of work and by inference these have been considered to include grades nine to twelve, inclusive. In setting up union high school districts, the same definition of a high school is implied.

Since there are in Oregon some ninety union high school districts maintaining some of the largest high schools in the state, there are large areas in which the maintenance of junior high schools is not possible. Also, the formation of nonhigh high school districts excludes from attendance in junior high schools any pupils from those districts who have not completed the eighth grade. These legal restrictions have confined the junior high school to those larger school units in which all grades from one to twelve, inclusive, are maintained. During the past year there were twenty-four schools organized on the pattern of a modern junior high school, including grades 7, 8, and 9. The number of such schools is increasing very slowly, four having been added in the past two years.

The legal restrictions on the expansion of the junior high school organization to new areas should not in any way handicap junior high schools in the development of a curriculum. The theory that pupils in a junior high school organization have needs which are different from those of the same grade in any other type of school is, of course, without foundation. The basic curricular needs of a twelve-year old child in a rural school are the same as those of a child of the same age or grade level in a junior high school. It is true that the junior high school offers instructional and developmental opportunities which are lacking in other types of schools and has opportunities of putting into effect curriculum innovations which are accepted with greater difficulties in the upper grades of the traditional elementary school or the first grade of a four-year high school. These advantages should be used to benefit of all schools. If a certain type of program is found to be desirable in a junior high school it should be equally desirable for pupils of the same grade level in an eight-year elementary school or a four-year high school.

It is on this assumption that the State Department of Education has been proceeding in the development of courses of study. In writing the new English course of study a special junior high school edition was issued. This same edition will be used also in grades seven, eight, and nine in all other schools offering instruction in these grades. The assumption is that the aims of education are the same in all types of schools and that these aims should be the bases of all curriculum development. If we proceed on this basis, we shall encounter fewer difficulties in the articulation of the junior high school program with that of the elementary school or the high school. Also the transfer of pupils from rural elementary schools on the completion of the eighth grade to the ninth grade in a junior high school will be made with greater ease.

The development of junior high school series of texts which differ in content from texts for the same grades in the traditional schools has resulted in a great deal of confusion. The general belief that state-adopted texts for grades seven and eight are not adapted to the needs of the junior

high schools may not be well founded. If the state-adopted texts for grades seven and eight are not adapted to the needs of pupils in these grades in junior high school, they are not suitable for pupils of these grades in any schools and should not have been selected by the textbook commission.

The following questions are suggested for discussion of the foregoing article:

1. To what extent should the junior high school of today exercise a unique "exploratory function" in the preparation of pupils for the senior high school?
2. What factors, social as well as psychological, are affecting a changed concept of the place and function of the junior high school in public education?
3. To what extent, if any, do the purposes and aims of the junior high school differ from those of the elementary school and the senior high school? Should the curriculum for grades seven and eight under a 6-3-3 plan differ materially from the upper grades program under an 8-4 plan or from the early secondary years under a 6-6 organization?

THE NEEDS OF PUBERTALS OR THE JUNIOR HIGH AGE

By ARTHUR KIESZ and W. M. KIDWELL

The concept of needs as the basis for education is today receiving a great deal of attention. One of the difficulties of the past has been that educators as adults have attempted to determine the needs of boys and girls from an adult viewpoint without understanding or knowing the real needs of youth. They have looked at themselves in an attempt to determine what these young people of today need. The trend today is toward an investigation of youth itself so that their paramount wishes and longings may be uncovered and understood. This does not mean that the adult viewpoints are being entirely ignored nor does it mean that sight is being lost of adult culture and ideals.

Is it important, though, to understand that the needs of boys and girls today are the actual outcomes of their years of living. Their growth and development is consequently due to the interaction of the human organism and the culture in which that person lives. As these boys and girls develop and grow, their needs become greater. At first they require only the necessities of a "human animal," but as the culture begins to impinge upon them, and as they begin to mature physiologically, new needs arise. It would seem that the satisfaction of a need gives rise to a myriad of needs. "The more you eat, the more you want" seems to typify the needs of pubertals and adolescents. Consequently "The idea that edu-

cation influences development, that it creates needs as well as satisfies them, seems an important concept to keep in mind in understanding the task of reorganizing education on the basis of the 'needs of children.'¹

For simplicity and clarity we are taking the classification of needs as developed by Dr. Meek in the yet unpublished "Report on Personal-Social Relations." Dr. Meek, chairman of the commission, presents her new structure of needs as follows:²

1. The needs of the individual for air, sunshine, heat, rhythm of activity and rest, eating, and elimination.
2. The needs of an individual which arise out of the separateness of the human organism—his incompleteness as a psycho-biological unit.
3. The need which an individual has for supporting relations with people.
4. The need which each person has to understand the world and his own relation to it.

There is very little necessity to discuss the first group of needs because educators have been hearing about these for as long as most of us can remember. This should not imply that one minimizes the importance of the first group of needs, for without the satisfaction of these the human organism could not exist.

The second need has been little discussed but yet is of great importance. The phase that is generally mentioned is the matter of reproduction, but that is only part of this psycho-biological completeness. In our culture, we have tended to treat men and women, boys and girls as either different or equal and these comparisons tend to accentuate the competitive idea when in reality the fundamental is that of a cooperative complementary nature. The child's first realization of this fact is in the love and care of the mother and of the father for him. There is a difference in their caring for him that makes a completeness to his existence. But when puberty arrives in the process of physiological maturation, the boy or girl is impelled to seek someone of the opposite sex among his or her peers who will have this complementary function. In the latter years of the junior high school age, one will surely notice this among the girls, but it is not so evident among the boys. These boys and girls may need special help in making this transition of weaning themselves from their families and, later on during post-adolescence, in setting up their own family situations.

¹Report on Personal-Social Relations of Boys and Girls in Secondary Schools, (manuscript yet unpublished), by Commission on Secondary School Curriculum of the Progressive Education Association.

²Op. Cit.

The next group of needs has not been very thoroughly understood in the past, but the California Study of Adolescence has done a great deal in giving us insight into these social needs. In the study of two hundred boys and girls during the three-year period of the junior high school, Stolz, Jones, and Chaffey state:

"One of the outstanding facts that we have noticed about these children as they grow into adolescence is their preoccupation with social activities. There is an overwhelming desire among these typical junior high school children to be with other children, to understand themselves in their relations to others in their age group. This search for social opportunities is evident in material gathered from a number of sources. The students have reported systematically what they do in their leisure hours. They have indicated on an interest test which of a number of activities they would prefer to engage in if given a choice. A clubhouse maintained near the school in connection with the study has enabled us to observe the group in a relatively unrestricted environment. The results of these reports, tests, and observations, as well as interviews with the pupils and visits to the parents point without exception to an increased interest in social activity."³

The progressing development of the boy and girl in junior high school might be outlined as follows:⁴

1. To believe himself acceptable to his peers.
2. To establish close friendships with one or two members of his own sex.
3. To establish satisfying attitudes toward and relationships with the opposite sex.
4. To become increasingly emancipated from family control, and at the same time to retain parental affection and support.
5. To develop, increasingly, insight into his own reactions and his relationship with other people.
6. To find his role as an individual in his world.

The last two characteristics of development are of very little significance to the junior high age although there may be some who will be so concerned. It should also be remembered that the girls will be from one to three years in advance of the boys in social as well as in physical

³Stolz, H. R., Jones, M. C., and Chaffey, J., *The Junior High School Age*, University High School Journal.

⁴As summarized in the Report of the Northwest Workshop of the Progressive Education Association, held at Reed College, Portland, Oregon, Summer of 1939.

maturation. Also growth is different in rate and time within the same sex, variations being as much as three years.

When puberty arrives in the lives of these young people, boys and girls show an increased desire for social experimentation. They seem to feel the need more clearly than ever before that each person needs the support of people to make life worth while and without this support, life is apt to be very hard to bear. The junior high school boy and girl are very amateurish in their social relations, but one can readily note their attempts to acquire status with their peers or classmates. They want to belong to the group, to be one of the crowd. Then having acquired a satisfying amount of peer prestige they afterwards or simultaneously begin to seek an intimate relationship with one or two of their same sex peers. Then, as has been previously stated, there appears to an expressed interest in the opposite sex. Furthermore, simultaneously there is a desire on the part of the child at this time to assert his independence. He should have the opportunity at this time to establish a relationship with some adult outside of the home. The father and the mother have been too closely associated with the authoritative role to be of as much assistance as before. This does not mean that the parents give up all control, but they should recognize that their boy or girl is maturing and that the ultimate goal is that of self-determination. If the parents expect their off-spring to "run the race of life" they must realize figuratively that he must "first learn to walk if he later expects to run."

The last need is that of structuralizing life. All people strive to understand the world in which they live. Out of this striving comes the concept of self, the meaning of life, and one's place in the cosmos. As the child experiences, first in the limited environment of the home and later in the broad expanse of the world, he begins to realize that there are inconsistencies in the world. Where there should be organized meaning there appears confusion and conflict. Things do not fit together properly, such as: Why do others have money for shows and he very little? why can't he make the basketball team when others do? how does it happen that he has many friends and Johnny Jones is practically void of friends? All these and many more experiences seem to be incongruous. He tries to become articulate. He believes that by expressing himself to others he may discover understanding in this maze of experience; hence he turns to language and the art forms to find release.

This hunt for expression and harmonizing of life experiences is found in youth's attempt to create structures from his imagination that satisfied him. This is what is commonly known as religion or philosophy. There is no doubt that adult guidance is needed in this area but adult guidance in the best sense of the word.

Questions for discussion:

1. Using the findings indicated in this report what would one say for the 6-3-3 plan or the 6-6 plan or 8-4?
2. What place should social activities have in a junior high school program?
3. Should academic accomplishment be highly stressed during puberty?
4. What should be the place of parents' organizations in a junior high school program?
5. Is guidance of any unusual importance in junior high schools? What should be the place of student government and democracy in junior high school?

OBJECTIVES AND OCCUPATIONAL BACKGROUND OF STUDENTS ENTERING THE CHICAGO JUNIOR COLLEGES, FEBRUARY 1938

ROBERT H. ENGLE

The purpose of this study was to discover from the background of the students and their expressed choice of occupation suggestions for curriculum construction and vocational counseling in the Chicago public junior colleges. The study was made of the class entering in February 1938.¹ Of the students entering at that time, the personnel records of 1193 were as many as could be secured. These were approximately 90 per cent of the class at Wilson and 80 per cent of the Wright and Herzl classes.

The desired information from each record was transcribed onto a form card, a distinctive color being used for each college. The card below shows the form used. These cards were coded for community and census tracts according to Newcomb's, "Street Address Coding Guide"² by Census Areas of Chicago," and for occupations according to the Edwards' Census Bureau classification.³ The data were then tabulated for analysis.

Name..... Sex..... Race.....

Address

Dates entering..... Birth.....

Present choice of occupation or profession

Intention after leaving this college

	Father	Mother	Guardian	Bro.	Sis	Other
Vocation						
Now workg:						

¹Also data for total registrations, transcripts issued, and students graduated since since the opening of the colleges in September 1934.

²University of Chicago Press.

³A Social-Economic Grouping of the Gainful Workers of the United States, 1930—1930—Alba M. Edwards, U. S. Bureau of the Census.

ANALYSIS OF DATA

Comparison of Colleges

Geographic Location

Wilson College is located in Englewood, an old established middle class residential district near the center of Chicago's south side. With the exception of a few from as far as the northern border of the city, its students came from the residential communities south of the South Branch of the Chicago River. They represented 41 of the city's 75 communities—more than either of the other junior colleges. There was no concentration of students living in the immediate college neighborhood. There was, however, a noticeable concentration in the colored district to the north, west, and south of Washington Park. Almost a third of the Wilson students came from this district.

Wright Junior College is located near the northwestern edge of Chicago. It is in a new, not fully developed, small bungalow neighborhood. Its students represented a total of 32 communities, most of which are north of Madison Street. They were more evenly scattered than the students of the other two colleges, though there was some concentration around Humboldt Park.

Herzl Junior College is on the far central west side, almost exactly on a line joining Wilson and Wright and half way between them. It is in Lawndale, a middle class Jewish community which alone contributes half of the entire student body. The majority of the Herzl students lived within a mile of the college, in a territory between Madison Street, Douglas Park, Pulaski and Roosevelt Roads. Its students represent only 14 of Chicago's 75 communities.

One community, the Near West Side, contributed students to all three colleges.

Race

Most of the junior college students were white. Only Wilson College had an appreciable number of colored students, the proportion being about one colored to two white. This can be explained by the nearness of the college to Chicago's largest Negro section which is just west of Cottage Grove Avenue. Only 1.4 per cent in Wright and 3 per cent in Herzl were Negro.

Age¹

Half of the entering students in the junior colleges were 18 years old or younger. These and probably a number of the 19 year olds came directly from high school. Wilson had a higher percentage of older students than the other two colleges, 10 per cent of them being 21 years of

¹Ages were computed from the year of birth, e. g., a student born any time in 1920 was called 18 years old.

age or older. Half of the Wilson students² were 19 years or older as compared with 38.4 and 45.8 per cent in Wright and Herzl, respectively.

Sex

In all the colleges there was a larger proportion of men than women. In Herzl and Wright there were almost two men to one woman while in Wilson the sexes were more evenly divided. The respective ratios were Wilson 1.2, Wright 1.8, and Herzl 1.9. The large group of Wilson students planning to be teachers accounted for most of the difference. Without them the ratio at Wilson would have been 1.9.³

Intention on Leaving Junior College

Nearly three-fourths of all the students expressed the hope of continuing in another school after leaving the junior college (1). This was expressed in varying degrees of certainty. Sometimes the student said "continue if possible," "if financially able," or "if I pass the Normal entrance exams." More than half of them voluntarily specified the particular school which they intended to attend. Of the 876 students indicating their intention to continue in school, 353 or 40 per cent chose one of five colleges: viz., Chicago Teachers College, University of Illinois, Northwestern University, University of Chicago, and Armour Institute of Technology.

There were certain differences among the colleges. The proportion of those intending to continue in another school was higher in Wilson than in the other two colleges, almost 80 per cent as compared with 70 per cent in both Herzl and Wright. Correspondingly the proportion going to work was lower. The per cent of students planning to go to work ("Find a job if possible") in Wilson was 11.7, Wright 20, and Herzl 18. Herzl was conspicuous for the number of those who indicated they wanted to attend evening school or some other part time school along with their work. The nearness of Chicago Teachers College and the University of Chicago to the south side students evidently influenced Wilson students in their choice of college for advanced work. Likewise, a larger proportion of Wright students wanted to continue at Northwestern. About 10 per cent in each school were undecided or failed to specify their intention.

Occupation of Fathers

As a measure of the occupational background of the students in the various colleges, the occupations of their fathers were studied. Comparing them in social-economic groups with like groups of gainfully employed

²The extent to which race may affect the age distribution of Wilson students was indicated by the following percentage of students 19 years of age and older: All 51.4%; White 50.16%; Negro 52.9%.

³This and subsequent figures in parenthesis not otherwise explained, refer to the correspondingly numbered conclusion or recommendation at the end of this discussion, for which the item that has just been mentioned was part of the supporting data.

males in Chicago at the time of the last census, it was apparent that the students came from above average homes. In the better paid and older groups, i. e., in the professional and in the proprietor-manager-official groups, the proportion of fathers of junior-college students was almost twice as great as the proportion of these groups in the gainfully employed male population of Chicago; while the younger and lower paid groups, i. e., clerks, semi-skilled, and unskilled were very much lower. From a study of the 17 per cent where the father's occupation was not stated, it can be presumed that after allowing for those fathers who are deceased, retired, or unemployed, most of the remainder should be distributed among these lower paid groups. Only in the skilled trades was the proportion among the fathers and Chicago's gainfully employed males practically the same.

Among the colleges there were rather striking differences. At Herzl the number of proprietor fathers was conspicuous, while the professional group was only half that at Wright. The proportion of unskilled and semi-skilled was also larger than in either of the other schools. Wright led not only in the professional group with 10 per cent, which was twice the city's proportion, but the proportion of Wright fathers above the semi-skilled level was higher than that of the fathers of students in either of the other two colleges. Wilson showed an exceptionally large group of fathers whose occupations were not given.

In a separate study of the colored students at Wilson it was discovered that nearly three times as large a percentage of colored students as white omitted stating their father's occupations. Relatively few colored students had skilled fathers—about 10 per cent, as compared with Wilson's total of 22 per cent. The proportion of unskilled fathers among the colored was much higher—24 per cent as contrasted with 11 per cent for the whole school.

Students' Choice of Occupation

Better than the students' background as an index of the needs the junior colleges should meet, was the students' choice of occupation and their plans for immediately after graduation. An Oberlin College study of their students' choice of occupation at the time of entering college and again on leaving college showed that although some students changed their minds, there was the same relative distribution of choices at the end as at the beginning of their college course.¹ Brooking reported in a Masters thesis, University of Chicago, Department of Education, that of 1000 University of Chicago students, "35.9 per cent had changed vocational choice after they had entered college, and 15.4 per cent had given no

¹Harlan: "Vocational Choices before and after College," in "Occupations" for November, 1937.

vocational choice when they entered college. About half of the seniors were following the choices which they had given when they had applied for admission to college, and about the same number when they actually entered college."²

Here two-thirds of the junior-college students wanted to enter one of the professions. The proportion varied among the colleges, 72 per cent at Wilson, 62 per cent at Wright, and 65 at Herzl. Of the professions, teaching and engineering were most frequently chosen. The proportion of the former was especially high at Wilson. One-fourth of the class, or 111 students planned to teach. Of the different kinds of engineers, the chemical engineers predominated—about a third of all. Likewise, almost half of those wishing to become scientists specified chemistry. There was a proportionately higher number at Wilson who wish to be social service workers than in the other colleges, while journalism was a more favored choice at Wright.

After the professions, the next in order of favor were the clerical and kindred occupations. Accountants make up 40 per cent of these and secretaries and stenographers another 25 per cent. A slightly larger proportion in Wright than in the other two colleges hoped to become proprietors and skilled workers. The semi-skilled and unskilled were almost negligible in all the colleges.

It was significant that out of the many and varied occupations in Chicago, only a limited number was being chosen by junior-college students. Of 1193 students, 968, or more than 80 per cent, chose one of nineteen kinds of occupations. Was this limited choice of occupations due in part to the restricted scope of the curricula offered by the junior colleges?

Relation of Other Factors to Choice of Occupation

Geographic Location

No other influence on the students' choice of occupation which can be peculiarly attributed to location was noted. There is a possibility that the nearness of the Chicago Teachers College may be a contributing factor in the large proportion of students at Wilson who chose teaching as a profession.

Race

There were certain occupations which the colored students chose in large numbers and others which they seemed to avoid. Of the colored students, 82 per cent chose one of the professions. Those professions most frequently chosen were teaching, social service, and medicine. Clerical positions also seemed to attract them. No colored person aspired to become

²Brooking, Walter Jesse: "Time and Stability of Vocational Choice of College Students." June 1937, p. 84.

a journalist. Likewise, they did not hope to become proprietors and managers or show an interest in the skilled trades.

Age

Among the younger students, those 18 years of age or under, teaching, social service, and clerical work were most frequently chosen. Among the scientists and physicians were found many of the older students, especially a larger proportion of those 21 years of age or older.

Sex

Women chose to enter all the listed fields of occupation except dentistry and engineering. Their preferences were teaching (33 per cent), secretarial and stenographic (11.5 per cent), social service (6.7 per cent), nursing (4.6 per cent), laboratory technician (2 per cent), and library science (2 per cent). There was a larger proportion of women than men who were undecided or failed to express a choice of occupation. This may indicate a lack of interest in any vocation other than marriage on the part of some.

Occupations chosen by men ranged in frequency as follows: engineering 19 per cent, clerical 16 per cent (two-thirds of these wanted to be accountants), scientists 11 per cent, and law, teaching, and medicine, about 8 per cent each. Only three men chose secretarial work. There were three men (no women) who wanted to be clergymen,—all rabbis. With one exception the 22 students who chose a skilled trade were men.

Intention on Leaving Junior College

Students' intention to continue in another school or go to work, naturally, was directly related to their choice of occupation. Of the two-thirds choosing one of the professions, 85 per cent indicated that they intended to go on to another college for the further training necessary. This made 73 per cent of the total. In many instances, where for financial reasons it did not seem possible to continue school immediately, they indicated that they intend to "work and then continue school."¹ No prospective lawyer or physician planned to go to work before getting more schooling.¹

In the other groups the proportion going on to school as compared with those going to work was not so high. For proprietors and managers it is 3 to 2, skilled tradesmen 3 to 2, undecided 3 to 1, accountants 2 to 1, and secretary stenographers 1 to 2.6 (2). Proportionately more of the clerical group planned to go to work than of the other groups.

The secretary-stenographers, especially, seemed to feel that the junior college gave them adequate preparation for their work. Three-fourths of them intended to go to work immediately on graduation. Neither evening school nor any other part time school was mentioned by a single one of

¹Though all these were classified in this study as "going to work"; eventually they would belong to the group continuing school.

them. The secretarial course was apparently the one definitely terminal course in the present curriculum of the junior colleges.

If the 73 per cent expressing their intention to continue school beyond the junior college was representative of the former classes, we may compare it with the per cent of former students who, as evidenced by the record of transcripts of courses issued to other schools did continue. This comparison showed that not more than 36 per cent of all former students went on to another school or one-half the proportion of those who intended to do so when entering. The record of transcripts for graduates only showed a higher proportion—64 per cent, and for Herzl 83 per cent—which more nearly approached the expectations of the entering students. The difference is accounted for by the rather high mortality rate. (1, last part, and 2). Over 60 per cent dropped out before graduation, a large proportion of whom presumably were from those who did not intend to continue in another school when they entered the junior colleges. The high proportion of students who dropped out and of graduates who failed to continue in another school—60 and 36 per cents, respectively—indicated the need in the junior college curricula for the so-called terminal courses. (1, 2, and 3).

Occupations of Fathers

Although the students' choice of occupation was skewed toward the so-called "higher levels," their fathers' occupations were fairly well distributed over the entire social-economic scale. The relation between the students' choice and their fathers' occupations showed a slight tendency to follow in the fathers' footsteps—i. e., there was a higher per cent of professional choices among those who have professional fathers, of skilled choices among those who have skilled fathers. Moreover, of those students who chose a proprietor-manager occupation, none had professional fathers while 44 per cent had proprietor fathers; of those who chose a skilled occupation, the largest proportion (41 per cent) had skilled fathers. The relation between the fathers' occupation and the students' choice also showed the bias toward the professions for their children among the fathers of all the occupational groups, unskilled labor included. In comparing the detailed list of fathers' occupations with the detailed list of students' choices it was striking that the fathers represented such a large and varied number of occupations while the students had chosen relatively few. Also, the single occupation most frequent among the fathers—salesman—was chosen by only two students.

SUMMARY AND CONCLUSIONS

Students in the Chicago junior colleges represented 69 of Chicago's 75 communities. They came from the upper middle class residential areas, especially the apartment house districts near parks and boulevards. The

Herzl students were distinctly located. Half of them lived in the mile-square Jewish neighborhood in which the college was located, while most of the others lived in the adjacent communities. The nearness of Wilson to the largest Negro neighborhood in the city accounted for its high proportion (nearly one third) of colored students. This high proportion of colored students affected the other Wilson data, i. e., the sex ratio, the occupations of the fathers and the choice of the students.

About half of these beginning students were 18 years of age or younger,—entering directly from high school. Slightly more than half of Wilson students were above this age while the other two colleges had more in the younger division.

There were more men than women in each of the colleges the ratio being nearly even in Wilson but nearly 2 in Wright and Herzl. This low proportion of women seemed to indicate that large numbers of girls finishing Chicago high schools had not yet been attracted to the junior colleges.

In addition to residence, race, age, and sex, another measure of the background of these students was the occupations of their fathers. They represented all the social-economic groups. Their distribution in these groups, when compared with that of the gainfully employed males in Chicago at the latest census showed a skewing toward the upper levels. There was almost no difference in the skilled groups, but there were larger proportions of students' fathers in the older, better paid groups—the professional and the proprietor-manager—and smaller proportions in the younger, less well paid groups—the clerical, semi-skilled, and unskilled. Students' choices of occupation, perhaps a better index of the needs of the pupils now in attendance, showed strong preferences for the so-called "higher" levels especially the professions (66 per cent). This was true of the children of the fathers in every social-economic group including the unskilled. Beneath this predilection for the professions there was some indication of a tendency for the occupation of the fathers to have a slight positive influence on their children's choice of occupation. Most of the third who did not select a professional occupation chose some kind of clerical work. The students restricting their choices to relatively few kinds of work were in contrast to the large variety of occupations that employ their fathers. Although these choices were probably expressions of the students' ambitions and aptitudes, they may reflect the type of vocational guidance students had been receiving in the high schools (or the lack of formal guidance). Moreover, the absence of other choices may mean that those not interested in the professions were not entering the junior colleges.

Since two-thirds of the students expected to enter the higher professions, it was not surprising that nearly three-fourths of them should plan to use the junior college as a stepping stone to a higher institution. The

records of graduates showed that over 60 per cent asked that transcripts of their work be sent to other schools. However, only about one third (35.6 per cent) of *all* former students asked for transcripts. The large proportion of students who did not go on to other schools, many of whom dropped out without completing the present junior college curricula (not to mention high school graduates who failed even to enter college) showed a need for curricula other than university preparatory—in other words, for the so-called “terminal” courses. These findings seemed to warrant the following conclusions or recommendations:

1. That the university preparatory curricula should be maintained with the present high standards of scholarship. This was warranted by the large number of pre-professional students, and of others who continue in senior college. It should provide for both a broad, general, cultural education, and training in the elementary courses regarded as prerequisite to the fields of senior college or professional school specialization. Only students with the highest high school or advanced standing records and recommendations should be admitted. Students successfully completing this work should be graduated with a recognition similar to the Junior Certificate given in California.

2. That there should be organized for those students who will probably not attend another school, a “*terminal*” curriculum of a broad, general character, but different from that of the university preparatory. Such a curriculum might follow the General College plan of the University of Minnesota and the University of Florida, for example, or the diploma courses of many California junior colleges.

3. That there should also be added “terminal” curricula of a vocational character adapted to the needs of commerce and industry in general and to the local opportunities in the communities served by the schools. These should meet the needs of those for whom the junior college is the last of their formal education—i. e., those who on entering junior college do not plan to continue in another school or who now drop out before finishing. They should also attract high school graduates not now going on to school. A committee to discover such courses is working under the direction of the Superintendent of Schools. As a result of its work, courses in salesmanship, business writing, and business mathematics, and new semi-professional sequences of courses in Finance, Merchandising, Technicians in Chemistry, and Technicians in Engineering have been added for the year beginning September 1938.

The low sex ratio suggests that courses especially for women be organized. The present secretarial course serves some (12 per cent) rather adequately, since three-fourths of them planned to go to work immediately after leaving school. But other courses, suggested in part by certain voluntary comments in the data transcribed, might be in some branch of home

economics as dress design, interior decoration, dietetics, institutional and commercial dining-room management.

The fact that 75 of the fathers were salesmen and 125 are retail merchants, and that there were about 170,000 salespeople in Chicago at the latest census¹ suggests the advisability of courses in salesmanship, merchandising, advertising, and art in design and display.

4. That vocational counselors should consider carefully the findings of the recent survey of occupational opportunities in Chicago² in advising junior college students. Teaching was the occupation most frequently chosen by this class entering in February 1938, even though the school population in Chicago had been decreasing and there were already four years of Chicago Teacher College graduates waiting to be absorbed into the public school system.

5. Finally, that as a means of feeling more closely the pulse of current demand for post high-school education, a survey similar to this one should be made of the next class of high-school seniors to be graduated. It would reveal how many have chosen an occupation and made plans for their future, and suggest how the junior colleges could help to provide the training needed. Such a study might profitably be extended to recent high school graduates also. For this a machine tabulating card should be used. A suggested form follows.

(Coding) (Spaces)	High School	Month and Year of High School Graduation	Space for Holes
	Race Sex Yr. of Birth	Student's Name	(Hollerith)
	Student's Address		
	Father's (or Male Guardian's) Occupation		
	What is your present choice of occupation?		
	Why do you choose this occupation?		
	What do you intend to do after leaving high school?		
	What would you like most to learn next?		

¹Unpublished census tabulations of Robert Clark, graduate student in Sociology, University of Chicago.

²Chicago Superintendent of Schools, Department of Occupational Research. Also a recent study of the Rochester, N. Y. Board of Education: "Survey of Occupational and Educational Trends."

Occupational Choices of Students in Chicago Public Junior Colleges, and the occupations of their fathers compared with the occupations of the gainfully employed males in Chicago, 1930

	Student's Choices of Occupations			Fathers of Students	Gainfully Employed Males in Chicago 1930
	Numbers Male	Female	Per Cents	Per Cents	Per Cents
Totals	732	461	100.0	100.0	100.0
Social Economic Groups					
Professions	488	303	66.4	7.9	5.0
Proprietors, Managers, Officials	42	13	4.6	19.0	10.3
Clerks and Kindred Occupations	120	85	17.2	15.8	21.9
Skilled Labor	21	1	1.8	23.6	23.1
Semi-Skilled Labor		2	.15	8.0	19.4
Unskilled Labor	2	1	.25	8.3	20.2
Unspecified	59	56	9.6	17.4	

Distribution of Occupational Choices of Students Entering Chicago Public Junior Colleges February 1938, by Sexes

Occupation	Male	Female	Total	Occupation	Male	Female	Total
Teachers	57	152	209	Nurses		21	21
Engineers	139		139	Scientists (other)	18	3	21
Engineers less chem.	97		97	Dentists	19		19
Accountants	75	10	85	Advertising	16	1	17
Lawyers	58	8	66	Home Economics		16	16
Physicians	54	5	59	Artists	4	11	15
Secretary, Stenog.	3	53	56	Office Clerks	7	5	12
Chemists	43	1	44	Civil Service	10	2	12
Chem'l Engin'rs	42		42	Actors	2	9	11
Business	27	13	40	Designers, Drafts'n	8	3	11
Social Workers	4	31	35	Librarians		9	9
Journalists	22	12	34	Laboratory Tech'ns		9	9
Musicians	19	10	29	Architects		6	6
Pharmacists	18	5	23	Others and unspec'd			195

Special Book Notice*

Educational Opportunity for "Non-Academic" Pupils

What high-school faculty is not concerned with the problem of adjusting its educational offerings to the needs and abilities of what are often called the "non-college" or "non-academic" youth who now attend high school in increasing numbers?

For many who are going to college the high school has a program. There may be some question as to whether it is the best conceivable program, but at least it is a commonly accepted method of preparing for college. For youth who are able to enter the skilled industries the high school offers vocational education. But for those who are not going to college or not likely to be able to enter the highly skilled vocations and who constitute an estimated fifty per cent of all youth in high school, what program of education should be offered?

It is with the answer to this question of what to do about these educationally neglected youth that Dr. B. L. Dodds, now on the educational staff of the Purdue University, writes in *That All May Learn*, which was published as the November issue of *The Bulletin* of the National Association of Secondary-School Principals.* This handbook was prepared by Dr. Dodds while on the staff of this Association's *Committee on Implementation* and is issued as an official publication of the Association in the pattern set by the *Orientation Committee* with its previously published *Issues and Functions Reports*. *That All May Learn* is written primarily to be used as a handbook of information for the use of American secondary-school principals and teachers who are trying to adjust the programs of their schools to the educational needs of all youth. It marshals and interprets the best answers to be found in educational research and theory and in current school practice to such questions as Who is the "non-academic"? What is he like? What are his educational needs? Is he a normal individual? What are his social needs? What are his vocational needs? What adjustments in program are schools making? The volume thus makes available to high-school principals, faculties, and students in schools of education in convenient form an evaluation by a keen student of secondary education of what has been written and done about this most important of current secondary-school problems. A careful study of it by the profession ought to raise considerably the level of competence with which the educational program of this large group of pupils is designed and carried forward.

WILL FRENCH, *Chairman*
Committee on Implementation

*Dodds, B. L. *That All May Learn*. Bulletin of the National Association of Secondary-School Principals, Vol. 23, No. 85, November, 1939. 5835 Kimbark Avenue, Chicago, Illinois \$1.10 postpaid.

NEWS ITEMS

WHO IS THE BEST CITIZEN IN YOUR SCHOOL?—On vote of the faculty of your school, the Senior chosen as best citizen for the year 1938-39, will receive as award a year's subscription to *STUDENT LIFE*. This offer is made to schools whose principals are dues-paying members of the National Association of Secondary-School Principals, and whose National Honor Society records are in order.

VENEZUELA'S "THREE ATMOSPHERES."—At Caracas, there is a six-year experimental school which has broken out of curriculum ruts and done away with grades, grade teachers, classrooms, textbooks, and examinations. Merged into a living organic whole, the entire school swings a unified attack around centers of interests called "atmospheres." There are three atmospheres: the laboratory for observation and experimentation which stimulates the children's curiosity; the shop for creative work in the manual arts and for the coöperative running of a shop; the combined library, lecture, and social hall where the pupils study reading, writing, and Spanish language and history, according to the *Bulletin of the International Bureau of Education*.

BEYOND THE I. Q.—"The I. Q. is a valuable index, but it does not measure intelligence, unless you say it *does*—and even then it doesn't! says W. E. Blatz in the April, 1939, number of *Understanding the Child*. A test indicates the degree to which an individual has acquired a specific skill, which is represented by achievement. And achievement depends on three factors: motivation, capacity, persistent practice. Dr. Blatz holds that motivation has not yet been measured, that capacity cannot be isolated or measured, that persistence can be ascertained only under experimental conditions. Therefore, "The I. Q. as a value obtained from an intelligence test score is a valuable index to achievement. It does *not* measure intelligence directly."

ALL ABOUT A TITLE.—When the Egyptian government was considering changing the name of its ministry, M. Hussein Heikel Pacha, minister of public instruction, found it impossible to indorse any of the new titles; for he could not find one which expressed his idea of the meaning of education and teaching. This to him meant "to broaden man and enable him to comprehend man and beast, to give him sympathy in understanding, to make of him a true humanist." In relating this story, Akademus, the author, continues "Too many countries, alas, have turned against this ideal of education. . . . This is not a propitious time for a minister of humane education. And yet, we must not give up. The tragedy of the situation lies not in insufficient vocabulary. It lies in the poverty of the heart and in the indigence of the soul." The July, 1939, issue of *World Education* gives a condensation of this article, which was originally published in *L'Information Universitaire*, April, 1939, Paris.

THE PEACE AND CULTURE OF THE AMERICAS.—The peace and culture of the Americas calls for mutual intellectual interchange, in the opinion of Alcides Greca, whose article "Intellectual Interchange Between the Countries of America," in condensed form, appears in the July number of *World Education*. "Professors, writers, and journalists create public opinion and are the ones called to direct the destinies of whole peoples. When such men create an atmosphere of goodwill and spiritual creative coöperation between the various nations of the Western Hemisphere no statesman could possibly destroy it by some false step."

PROTECTION AGAINST PROPAGANDA.—Ten commandments for protection against propaganda are published in *World Youth*, October 14:

1. Don't think in terms of "good" nations and "bad" nations.
2. Don't think of nations as individual persons.

3. Don't think of governments as having personalities.
4. Don't forget to keep your skepticism sharp.
5. Don't listen to or accept one side exclusively.
6. Don't accept the official explanations or the propaganda agencies of belligerents.
7. Don't trust appeals to your ideals—that you must “fight for humanity,” to “keep the world safe for democracy,” to “stamp out” something or other.
8. Don't trust emotional phrases.
9. Don't believe statements that “war is inevitable” or “demanded by human instincts.”
10. Don't allow yourself to be emotionally stampeded into giving up free speech, civil liberties and even your personal, individual and mental health.

NEW BACKGROUNDS FOR TO-DAY'S CHILDREN.—“Beauty of surroundings is a powerful factor in the growth of children's tastes,” writes Jessie Miles Lewis, in a recent issue of “Our Schools—A Journal of the Los Angeles City Schools.” Miss Lewis urges “an atmosphere of harmony” for mental health, and adds “A visit to some of our schools, either new or renewed, will reveal an effort to employ a distinguished choice of color rather than a mere attempt to make rooms colorful. It will show that beauty may mean orderly arrangement of necessary things and elimination of the relevant. With an open mind and seeing eyes, study for yourself the new school environment. Try the diverting game of analyzing a modern color plan; increase your perception of what constitutes satisfactory color and arrangement for school interiors. Best of all, see the bright pageant of to-day's school life moving against a concordant background!”

THE QUIZ ASSEMBLY PROGRAM.—Proposing the idea of a quiz assembly program for purposes of integration and correlation, John J. Gach, social science teacher of Janesville High School, Janesville, Wisconsin, reports in *School Activities* for September, his experience in attempting such a program. Faculty members prepare sets of questions in their respective fields, and students submit their's—all classifying under such heads as music, local facts, personalities, sports, languages, travel, historic events, and foreign news. At first, a boy and girl from each of the three grade levels (10, 11, 12) were asked to participate; now students sign up for this opportunity. A faculty member acts as master of ceremonies and students act as guest announcers and as time keepers. According to Mr. Gach, some of the advantages of the program are: entertainment as education, natural correlation, increased student participation, improved audience behavior, and increased student interest in reading newspapers and textbooks.

AN EXPERIMENT IN HUMAN HAPPINESS.—That is the gist of an article entitled “As others See Us,” supplied by Teachers College, Columbia University, New York. The article concerns the work of Alice Rice Cook in personal and vocational guidance. Miss Cook believes that four things are essential to young people who are leaving school: (1) they must know themselves; (2) they must know how to get along with other people; (3) they must know what goes on in various occupational fields; and (4) they must have definite ideas on how to go about getting a job. Out of this belief grew the Internship Plan, begun under the auspices of the American Association of University Women, and the Self-Appraisal Service, which is now used by the guidance departments of various colleges in New York City. Three steps necessary in the growth of the individual: (1) appraising oneself; (2) accepting responsibility for changes indicated; (3) making the changes. Miss Cook considers her service to lie mainly in waking the applicants to realizations of their own powers.

BUILDING AMERICAN CULTURE.—Persons interested in books, reports of projects, classroom units, teachers' plans, bibliographies, plays for “fostering understanding and appreciation among the various culture groups in the United States” may secure a publications list from the Service Bureau for Intercultural Education, 300 Fourth Avenue, New York City. The Bureau

collects and publishes facts on all culture groups, and its research material formed the basis for the radio series, "Americans All—Immigrants All," broadcast by the Columbia Broadcasting System in cooperation with the United States Office of Education.

"IF WE CAN'T TAKE OUR CHILDREN TO CULTURE."—The rest of the quotation is "why not bring culture to our children?" This casual remark was the beginning of Junior Programs, Inc., a nonprofit organization. It began with a group of New Jersey mothers who wanted their children to develop a taste for good music, drama, and art. The venture is headed by Mrs. Dorothy McFadden, who, as the result of her work, is called America's Number One Impresario of entertainment for youth. Her first endeavor brought an opera, a symphony orchestra, a famous singer, a play, and a marionette show to two thousand children at ten cents a performance. Now Junior Programs events are scheduled during 1939-40 in nearly every state in the Union. For further information, address Junior Programs, Inc., 37 West 57th Street, New York City.

PAN AMERICANISM.—The Good Neighbor Forum, an extension service of the Central Y. M. C. A. College, Chicago, is a noncommercial agency which promotes Pan Americanism and the scheme of peace, good will, and cooperation between the different races and creeds in the western hemisphere. The Forum has been cited by Honorable Secretary of State Cordell Hull and others for its service in sending out lectures free of charge and in making its research files available to the public. The Forum will be glad to render service to those desiring it. Address Good Neighbor Forum, Y. M. C. A. College, Chicago.

BEG YOUR PARDON.—The article "Young Adolescents Look Toward Citizenship" by I. James Quillen, published in the October BULLETIN, was drawn from a chapter the author had prepared for the Committee on the Function of the Social Studies of the Commission of Secondary-School Curriculum of the Progressive Education Association. The whole report is to be published by D. Appleton-Century under the title of *Social Studies in General*. It was not Mr. Quillen's intention that the entire chapter be published in the BULLETIN. We apologize for the mistake.

THE DISCUSSION GROUP.—The New England Regional Conference, sponsored by the Discussion Group Project of the National Association of Secondary-School Principals, heard discussions on problems in secondary education and on the proposed solutions of these problems by the groups; on the techniques of conducting group discussions; and on the work of the Implementation Committee with special reference to the Occupational Adjustment Study. Leading the groups were Francis T. Spaulding, Walter E. Myer, and Edward Landy. Walter L. Downey, commissioner of Education in Massachusetts, and Harrison C. Lyseth, director of secondary education in Maine, were chairmen.

"FIDDLING WHILE ROME BURNS."—This is the expression used by Lita S. Hollingsworth in describing the practices of those educators who make a joke of the genius and regard the dullard as a product of the imagination of psychologists, or who solve the educational problems of these children by "not believing in them." In the October, 1939, issue of *The Journal of Educational Sociology*, Miss Hollingsworth urges that "more and more it becomes clear that human welfare on the whole, is a matter of the activities of the highly intelligent than a matter of what the middle mass of persons does." The primary part in social determination is largely the result of the initiative of these deviates. And Miss Hollingsworth asks, "How shall we educate them in a democracy?" The author describes the program in force at Public School 500, Manhattan. The same *Journal* contains accounts of the practices in educating gifted pupils ("the elite") in Europe and of those in force in certain schools of the United States. The whole issue, in fact, is devoted to "The Education of Gifted Children in Secondary Schools."

WHAT THE CONSTITUTION SAYS.—Alan Robert Murray presents, in "What the Constitution Says," a codification of the Constitution of the United States.

In his rearrangement, the twenty-one amendments are placed where they belong through their meaning and application instead of being allowed to tag on at the end. Those portions nullified by amendments have been omitted as have provisions in the original document which, due to the passage of time, are no longer applicable to-day. Spelling, capitalization, and punctuation conform to modern practice, and instead of following the original order, provisions have been grouped under the subjects covered by the Constitution.

CITIZENSHIP IN WISCONSIN.—The monthly Bulletin of the University of Wisconsin has devoted one issue to "Citizenship Training and Induction for New Voters." The purpose is to assist Wisconsin counties in setting up programs of training in citizenship and ceremonies of induction in the electorate for their young men and women who have recently become of age. The young voters are contacted, material for discussion at the new voter forum meetings is assembled, a program emphasizing the function of local government is established and on the third Sunday of May, which is designated as Citizenship Day, the citizens of each county welcome their own new voters into the electorate with appropriate ceremony.

It is hoped that this program will create a sense of duty and responsibility that accompanies the rights of American citizenship; give to the entire citizenry a clearer appreciation of its duties, responsibilities, and obligations; develop a clearer understanding of the relation of local government to the state and nation; assist in creating a higher degree of community spirit; and counteract unwholesome negative propaganda by generating an intelligent and creative participating citizenry.

Fortieth Annual Report of the Superintendent of Schools of the City of New York. Harold G. Campbell, Superintendent of Schools, School Year 1937-38, Statistical Section. Prepared by the Bureau of Reference, Research and Statistics. Eugene A. Nifenecker, Director. New York: Board of Education, 1939. Pp. 353.

MARRAN, RAY J. *Table Games.* How any boy or girl can make his or her own table games by drawing and painting the design on a sheet of cardboard and how to play the game when completed, compare the content of *Table Games*. New York: A. S. Barnes and Company, 1939. Pp. 122. \$1.50.

MITCHELL, ELMER D. *Intramural Sports.* A comprehensive text and guide on intramural sports, this volume contains practical suggestions that have proved successful in actual practice throughout the country, and that can be adapted to individual school programs. New York: A. S. Barnes and Company, 1939. Pp. viii+324. \$2.00

MURRAY, ALLAN ROBERT. *What the Constitution Says.* The content embraces a Rearrangement of the Constitution of the United States—the exact words of the Constitution, including the amendments, grouped by subjects, Washington, D. C.: 1440 Chapin Street, N. W., 1939. Pp. 40.

NATIONAL EDUCATION ASSOCIATION. Committee on Tenure. "Opinions on Tenure: Schoolboard Members and Superintendents." May, 1939. Washington, D. C.: the Association. Pp. 22. 25 cents.

WEBSTER, EDWARD HARLAN. *Daily Drills for Better English.* New York: World Book Company, 1939. Pp. xi+415.

CONSUMPTION AND CONSUMERSHIP.—"A Curriculum Study Guide on Consumption and Consumership" by C. Maurice Wieting is issued in mimeographed form by the Curriculum Laboratory, Teachers College, Columbia University, New York. The contents cover (1) Introduction, (2) Courses of Study, Units, Supplementary Materials, (3) Suggestions for Research, (4) Bibliography.

THE SERVICES OF ALLIED YOUTH, INC.—The dissemination of alcohol education and the promotion of alcohol-free activities among young people is the purpose of Allied Youth, Inc. This organization has three principal means of presenting its message: (1) in assemblies by its representatives, who tell

young people at the level of their own activities, interests, and decisions, what alcohol is and what it does in modern life, and how a large force of young people through school-sponsored posts of the organization equip themselves with facts, provide wholesome alternatives to the alcoholized types of recreation, and band together as good citizens of the school body; (2) through the monthly magazine, *Allied Youth*; and (3) through the program and curriculum guide, *Alcoholfax Educational Service*. Schools interested in these services or in organizing Allied Youth posts are invited to communicate with W. Roy Breg, executive secretary of Allied Youth, Inc., National Education Association Building, Washington, D. C.

"COOLING THE HOT SPOTS IN HIGH SCHOOL."—This is the engaging subtitle of the *Third Yearbook* of the Washington High-School Principals' Association. The book deals with the analysis and treatment of problems in junior and senior high schools by presenting abstracts, outlines, and articles from principals, teachers, and other educators, all of whom give inspirational suggestions and materials. Also included is the Report of the Twelfth Principals' Parliament and other data concerning the Washington High-School Principals' Association. Copies of this sixty-eight-page booklet may be obtained at one dollar per copy, at sixty cents each in lots of five copies, at fifty cents each in lots of ten or more. Address your orders to Frank Jones Clark, Broadway High School, Seattle, Washington.

OREGON PRINCIPALS STUDY CONTEST PROBLEM.—Taking into account the gradual increase of contests involving the pupils of secondary schools and believing that some form of regulation is essential, the Oregon High-School Principals' Association appointed a committee to study the problem. This was done by examining practices in other states and by making a survey of those in representative schools throughout Oregon.

As the result of the trends indicated in response to the questionnaire, recommendations were made that a strong central organization be formed to regulate all high-school activities in the state; that this organization should not develop, encourage, or promote contests not having general educational value; that the Association go definitely on record as being opposed to further extension of the contests and that those contests not meriting general support be discontinued; that a limit be placed on money spent and distances traveled; that contests be held in convenient areas rather than merely in the state.

THAYER, V. T.; ZACHRY, CAROLINE B; KOTINSKY, RUTH. *Reorganizing Secondary Education*. New York: D. Appleton-Century Company, 1939. Pp. xv+483. \$2.75.

Written for the Commission on Secondary School Curriculum of Progressive Education Association, this book gives the reasons for a reëxamination of secondary education. It then explores the needs of adolescents as a basis of educational organization and develops a philosophy designed to meet these needs in the light of problems of guidance, administration, curriculum construction, and evaluation. Further, the book reviews the historical backgrounds and summarizes the findings and recommendations of the Commission, and is intended to provide a key to specialized studies and textbooks of the Progressive Education Association.

FARGO, LUCILLE F. *The Library in the School*. Third edition. Chicago: American Library Association, 1939.

One of the basic books on school library organization and administration has been revised and brought up to date. The author has performed a real service to the library profession by recognizing the educational implications of library service, formerly thought to be exclusively in the educational field.

The school library is closely allied to the curriculum and the teaching practices in the school. Therefore, its function in education is important. Making the library ready to function by efficient library techniques has received the major attention in this valuable book.

BOOK NOTES

SPAULDING, FRANCIS T. *High School and Life*. New York: The McGraw-Hill Book Company, Inc., 1939. Pp. xvii+377. \$3.00.

A publication of The Regents' Inquiry into the character and cost of public education in New York, *High School and Life* appraises secondary education in reference to preparation for citizenship, preparation for further learning and for wholesome recreation, preparation for vocations, effectiveness of the current program, and social competence in respect to school achievement and various types of pupils. The school program is studied from the standpoint of curriculum, guidance, Regents' examinations, enrollment, and State Department. Under the heading "The Improvement of Secondary Education," there are suggestions for an improved secondary-school program, new policies for the State Education Department, and cost of an improved program. The Appendix is devoted to special investigations in the study of secondary education, such as the appraisal of, and accounting for, educational outcomes, and the relations of this to other divisions of the Inquiry.

ECHERT, RUTH E. AND MARSHALL, THOMAS O. *When Youth Leaves School*. New York: The McGraw-Hill Book Company, Inc., 1939. Pp. xvii+360. \$3.00.

This publication of the Regents' Inquiry—*When Youth Leave School*—rests its investigation on two basic assumptions: that the character of the students who leave the secondary school constitutes a valid measure of the quality of the school's contribution to effective living; and that this test should rightfully be applied to each leaving pupil and not simply to the minority who receive diplomas.

The authors describe the plan of the study; their findings on the school and home background of leaving pupils; vocational and social adjustment, leisure-time activities, pupils from specialized vocational schools. The Appendix deals with instructions for study of, and for interviews with, leaving pupils.

LYND, ROBERT S. *Knowledge for What?* Princeton: Princeton University Press, 1939. Pp. x+268. \$2.50.

Subtitled his book "The Place of Social Science in American Culture," the author organizes the subject matter to embrace social science in crisis, the concept of "culture," the pattern of American culture, the social sciences as tools, values and the social sciences, and some hypotheses—the latter category embracing the "issues confronting the United States in the confusion of the contemporary world."

Frankly and clearly written, the book will appeal to the layman as well as to the professional social scientist; and it should be a "must" book on every intelligent person's list.

Mr. Lynd, who is co-author of *Middletown* and of *Middletown in Transition*, drew the material of this book from the four Stafford Little Lectures at Princeton University in the spring of 1938.

BUTTERWECK, JOSEPH S. AND MUZZEY, GEORGE A. *A Handbook for Teachers*. New York: E. P. Dutton and Company, Inc., 1939. Pp. xx+218. \$2.25.

For student teachers, beginning teachers, and secondary-school principals and supervisors, this volume is intended as a guide for them in making adjustments between educational theories and classroom situations. There are six units dealing with questions, such as: What kind of pupil have I? What do I expect to do with my pupil? How can I plan my work effectively? Also there are units on conducting the recitation, evaluating the pupils' success, and adjustment to professional life.

Appendix A has helpful periodical references. Appendix B is a selected bibliography, suggested as a nucleus for the teacher's professional library.

POOLEY, ROBERT C. AND WALCOTT, FRED G.; GRAY, WILLIAM S., Reading Director. *Growth in Reading*, Book Two. Chicago: Scott, Foresman and Company, 1939. Pp. 640. \$1.48.

The authors present the varied material of this book in six units: Enjoying the outdoor world, exploration, miracles of sound and sight, the spirit of heroism, folklore and legend, builders of America. The stories concern everyday experiences relating to things that children enjoy and understand: sports, radio, movies, adventure, folklore and legend, poetry, people—men of history and story characters from contemporary literature.

With content and vocabulary suited to the reading ability of eighth graders the book is printed in clear type with two columns to the page, and has many appropriate pictures interspersed.

DIX, LESTER. *A Charter for Progressive Education*. New York: Bureau of Publications, Teachers College, Columbia University, 1939. Pp. 107. \$1.60.

The materials of *A Charter for Progressive Education* are the outgrowth of educational experiences stemming from the Lincoln School. In presenting this history and evaluation of progressive practices, the author begins with the founding of the school which came into existence in 1917 on the basis of ideas contained in a paper published in 1916 by Abraham Flexner.

"Having now come of age," says the author, "Lincoln School feels the need of taking stock of itself, evaluating the net worth of its growth period, sizing up the world it faces, and making plans for the part it is to play."

Accordingly, Mr. Dix describes the fundamental philosophy, a modern conception of learning, education for American Democracy, current curriculum trends, a plan for the emerging curriculum, resources for curriculum building and teaching, scheduling a modern program, a school program for teachers colleges, and a strategy for progressive education.

KEPPE, ELIZABETH E. *Choral Verse Speaking*. Boston: Expression Company, 1939. Pp. xvi+368. \$2.25.

For use by the student, as well as by the teacher, in senior high schools and colleges, the book has a threefold aim: "(1) To help upper secondary students to appreciate poetry and to enjoy it with understanding; (2) To develop competent speech techniques in and through that enjoyment; (3) to present in its illustrative material a parallel between the steps or procedures required for choral speaking and those found in the development of our poetic heritage."

How to enjoy poetry through choral speaking is first explained by the author. This is followed by a discussion of how to improve the speaking voice through choral speaking and by an anthology of poems for refrain for two-, three-, and four-part work, poems for unison and sequence work, and poems for choric drama.

EDLUND, S. W. AND M. G. *Pick Your Job and Land It!* New York: Prentice-Hall, Inc., 1939. Pp. xvi+300. \$2.25.

"You can pick the job you want—and land it." This is the opinion of the authors from their experience in the Man Marketing Clinic, which they organized as a hobby to help men and women get the jobs they want—and that without charge.

The general principles set forth herein are applicable to anyone who wants to get a job; yet specific cases of successful and unsuccessful approaches in various occupations are cited. The authors stress the importance of the sales presentation and the interview, and they give many suggestions for getting leads through advertising by letter, and from various other sources.

ENDICOTT, FRANK S. *One Hundred Guidance Lessons*. Scranton, Pennsylvania: International Textbook Company, 1937. Pp. xi+236. \$1.34.

Intended to meet the needs of home-room teachers, advisors, and leaders of various groups in high school, the book helps students to think and to answer such questions as the following: How can I get a good start in my school work this year? What must I do to become successful? How can I

improve my scholarship? What are the best methods of studying my lessons? What can I do to build up a strong, healthy body? Would it be better for me to quit school? How can I build a strong character? What vocation shall I choose and how do I go about choosing it? What subjects shall I take next year? Shall I plan to go to college?

DESCHWEINITZ, DOROTHEA. *Occupations in Retail Stores*. A study sponsored by the National Vocational Guidance Association and the United States Employment Service. Scranton, Pennsylvania: International Textbook Company, 1937. Pp. xix+422. \$2.75.

The author gives information on employment trends, on chain and independent stores, on store work in general, on working conditions, hours, vacations, earnings, and on methods of hiring, training, and promotion.

The Continuity of Guidance. Modern school Series, Frank W. Cyr, consulting editor. Scranton, Pennsylvania: International Textbook Company, 1939. Pp. 101. \$1.25.

The articles in this book are from a symposium sponsored by the New York State Association of Deans. The intent of the monograph is "to present a basic philosophy of guidance which can be organized into the specific programs or techniques best adapted to local use."

Stressing guidance as a function of education, the articles treat the subject at all levels: home and preschool, elementary grades, junior and senior high school, junior college, college and university, and in-teacher and adult education. Questions concerning philosophy and present practices in guidance are also covered.

Standard High School Dictionary of the English Language. Edited by Frank H. Vizetelly and Charles Earle Funk. New York City: Row, Peterson and Company, 1939. Pp. xxxii+1008. \$2.08.

The volume gives the spelling, division, pronunciation, meaning, and etymology of fifty thousand words and phrases, with examples of their correct use in English speech and literature, together with five thousand synonyms and one thousand eight hundred pictorial illustrations in half-tone, line, and color, including full-page plates.

MORRIS, ELIZABETH C. *Adult Adventures in Reading*. New York: E. P. Dutton and Company, Inc., 1939. Pp. xiii+264. \$1.50. Teachers' Manual, 50 cents.

Here are one hundred reading selections, divided into four groups of twenty-five each, including fables, short inspirational biographies of scientists, explorers, musicians, and political leaders. Four fundamental types of reading are embraced: (1) Reading to appreciate the general significance of a selection; (2) Reading to predict the outcome of a given event; (3) Reading to understand precise direction; (4) Reading to note details.

For adult elementary students.

WINSLOW, LEON L. *The Integrated School Art Program*. New York: McGraw-Hill Book Company, Inc., 1939. Pp. xiv+391. \$3.50.

For use as text or reference by teachers of art and by other teachers as well, *The Integrated School Art Program* describes the purposes and procedures of modern art education in the modern school, be it elementary, junior high, or senior high school. Besides sections devoted to these levels of education, there are also chapters on art in a changing world, art education to meet modern needs, activity experience in art education, the school museum, and the discovery and evaluation of art abilities. The final chapter reviews books on the arts, and the appendix gives notes on art appreciation.

There are forty-two full page illustrations to show children's work and children at work in art classes.

COOKE, DENNIS H. *Administering the Teaching Personnel*. Boston: Benjamin H. Sanborn and Company, 1939. Pp. xiv+348. \$2.40.

In this work, the author interweaves research, experience, and administrative philosophy to produce "a book scientific in nature but not technical in form." It is for use by prospective school executives as well as by experienced persons who desire to improve their administrative techniques. Among the subjects: teachers as human beings, selection and placement.

married women, local residents, legal aspects, teacher absences and substitute service, evaluation, class size and combinations, salary schedules, improving the teaching personnel in service.

HUGHES, RUPERT. *Music Lovers' Encyclopedia*. Completely revised by Deems Taylor and Russell Kerr. New York: Garden City Publishing Co., Inc., 1939. Pp. xxv+877.

This "Standard Reference Book of Musical Information Written for Popular Use by Recognized Authorities" contains a pronouncing biographical dictionary of composers and musicians, a dictionary of terms, a pronouncing key to sixteen different languages, a section covering ninety operas with complete facts, and twenty-nine biographical and critical essays by authorities.

BREEN, MARY J. *Party Book*. New York: A. S. Barnes and Company, 1939. Pp. xi+354. \$2.50.

A party handbook of what to do and how to do it, this volume contains programs for young and old, for special occasions and holidays, for novelty dances with costumes and atmospheric decorations, stunts for large and small gatherings of men, women, boys, girls, or for mixed groups.

FUESS, CLAUDE M. *Creed of a Schoolmaster*. Boston: Little, Brown and Company, 1939. Pp. 195. \$2.00.

"*Creed of a Schoolmaster* was written in an effort to indicate, in a general way, the course which modern secondary education ought to follow," according to the author. The nine essays are: Creed of a Schoolmaster, What Can We Do for the Bright Boy? What Should Schoolmasters Really Teach? The Contribution of American Private Schools to American Life, The Transition from Secondary School to College, The New England Academy, The Promise of Progressive Education, English Public Schools, The American Scene.

NORTON, T. L. *Public Education and Economic Trends*. Cambridge, Massachusetts: Harvard Graduate School of Education, 1939. Pp. 196. \$1.50.

Herein are six lectures on education's concern with economic factors, such as population trends, consumers' wants, machine technology, employment opportunities, and the mobility of labor.

BRUBACHER, JOHN S. *Modern Philosophies of Education*. New York: McGraw-Hill Book Company, Inc., 1939. Pp. xiv+370. \$3.00.

To afford an introduction to the whole range of viewpoints on the main problems of educational philosophy is given as the principal purpose of *Modern Philosophies of Education*. According to Mr. Brubacher, criticism is therefore minimized in order to present in a form as unbiased as possible the alternate possibilities on which the student may base his own philosophy of education.

Among the topics presented: the scope and function of educational philosophy; metaphysical and epistemological bases; educational psychology; the individual, society and education; the civil state, political theory, economic order, and education; the school and social progress; the educative process; religion, morals, and education; systematic philosophies.

The book is recommended for use by the school administrator, teacher, educational theorist, and general student.

BAILEY, FRANCIS LOUIS. *A Planned Supply of Teachers for Vermont*. Contributions to Education, No. 771. New York: Bureau of Publications, Teachers College, Columbia University, 1939. Pp. v+88. \$1.60.

BINGHAM, N. ELDRED. *Teaching Nutrition in Biology Classes*. An Experimental Investigation of High School Biology Pupils in Their Study of the Relation of Food to Physical Well-Being. Contributions to Education, No. 772. New York: Bureau of Publications, Teachers College, Columbia University, 1939. Pp. viii+117. \$1.85.

CRAMPTON, C. WARD. *Training for Championship Athletics*. New York: McGraw-Hill Book Company, Inc., 1939. Pp. xxi+303. \$2.50.

DALRYMPLE, GEORGE H. and HEIGES, P. MYERS. *General Record Keeping. For Personal and Business Use.* New York: Gregg Publishing Company, 1939. Pp. viii+181. \$1.20.

JAMES, MAY HALL. *The Educational History of Old Lyme, Connecticut 1635-1935.* New Haven: Published for The New Haven Colony Historical Society by Yale University Press, 1939. Pp. 259. \$3.00.

MALLOBY, VIRGIL S. *The Relative Difficulty of Certain Topics in Mathematics for Slow-Moving Ninth Grade Pupils.* Contributions to Education, No. 769. New York: Bureau of Publications, Teachers College, Columbia University, 1939. Pp. x+179. \$2.10.

WELSHIMER, HELEN. *The Questions Girls Ask.* New York: E. P. Dutton and Company, Inc., 1939. Pp. 128. \$1.50.

YOUNG, VIRGINIA. *You'll Like to Write Letters.* New York: Gregg Publishing Company, 1939. Pp. 76. 60 cents.

Intended as a supplementary text in business letter writing, the book gives illustrations and informal discussions in a way that will interest all persons who write letters. Some things to do: write friendly letters, avoid stilted wording, be natural, watch your psychology, be enthusiastic, build good will, be courteous, concede ungrudgingly, consider the reader, plan your letter, make it easy, make your letter complete, stick to your subject, I or we.

PAMPHLETS RECEIVED

Abridged Statistics of Higher Education, 1935-36. Bulletin, 1937, No. 2. By Badger, Henry G.; Kelly, Frederick J.; and Greenleaf, Walter J. Washington, D. C.: United States Government Printing Office, 1938. Pp. 104.

AMIDON, BEULAH. *Jobs After Forty.* Public Affairs Pamphlet. New York: Silver Burdett Company, 1939. Pp. 32. 10 cents.

Bibliography of Textbooks in the Social Studies. By Murra, Wilbur F. and Others. Bulletin No. 12, April, 1939. Cambridge, Massachusetts: The National Council for the Social Studies. Pp. 79. 50 cents.

BRIGGS, MILTON S. and BLANCHARD, CLYDE I. *Ten Popular Bookkeeping Projects.* For Use with Any Bookkeeping Text. New York: The Gregg Publishing Company, 1939. Pp. x+70. 40 cents.

College Projects for Aiding Students. Bulletin 1938, No. 9. Washington, D. C.: United States Government Printing Office, 1938. Pp. 69.

Federal Aid to Education Act of 1939. Hearings Before a Subcommittee of the Committee on Education and Labor. Washington, D. C.: United States Government Printing Office, 1939. Pp. vi+373.

GRUENBERG, BENJAMIN C. and UNZICKER, SAMUEL P. *Science in Our Lives.* Teacher's Manual. New York: World Book Company, 1939. Pp. 171.

HOULE, CYRIL O. *Teaching as a Career.* Occupational Monograph No. 5. Chicago, Illinois: Science Research Associates, 600 South Michigan Avenue, 1939. Pp. 48. 50 cents.

Immigration, Naturalization, Citizenship, Aliens, Races. Price List 67. Washington, D. C.: United States Government Printing Office, 1938. Pp. 12.

NATIONAL EDUCATION ASSOCIATION, *Research Division.* "Organizations Interested in International Relations." Research Bulletin 17, No. 4: 163-217, September, 1939; "Tax Legislation Affecting State School Revenues, 1934-38." Research Bulletin 17: 99-158, May, 1939. Washington, D. C.: the Association. 25 cents.

National Resources Planning Facts. National Resources Committee. Washington, D. C.: United States Government Printing Office, 1939. Pp. 11.

*PENNSYLVANIA DEPARTMENT OF PUBLIC INSTRUCTION. The Pennsylvania Department of Public Instruction, Harrisburg, Pennsylvania, publishes the following pamphlets:

Creative Hands and Purposeful Activities in the Elementary School, Bulletin 333, pp. 61; *Home Classes for Foreign-Born Mothers*, Bulletin 295, pp. 77; *Institutions of Higher Learning in Relation to a State Program of Teacher Education*, Bulletin 156, pp. 29; *The Language of Modern Education*, Bulletin 17, pp. 46; *Meeting the Needs of the Mentally Retarded*, Bulletin 420, pp. ix+168; *Official Forms in Use*, Bulletin 8, pp. 25; *Radio in Education*, Bulletin of Federal Writers' Project, pp. 45; *Special Opportunities of Small Rural Schools*, Bulletin 230, pp. 97; *Technical and Business Institute Education*, Bulletin 337, pp. 48; *A Working Philosophy of Education for Pennsylvania*, Bulletin 14, pp. 44; *A Working Philosophy in the Field of Teacher Education*, Bulletin 157, pp. 20.

ROBINSON, LAURETTA J. *Creative Verse Writing* (Grades V-VIII) and Galper, A. Sidney, *Self-Motivation in English* (Junior High School). Teachers' Lesson Unit Series No. 11. New York: Teachers College, Columbia University, 1939. Pp. 36.

RULON, PHILLIP J. AND BLANTON, ROBERT J. *An Occupational Classification for Research Workers.* College Graduates—Men. Cambridge, Massachusetts: Harvard University, 1939. Pp. 47. 50 cents.

SIEGLER, CARLTON J. *Consumer Problems, A Workbook for Consumer Goods.* Chicago, Illinois: American Book Company, 1939. Pp. v+174.

TAYLOR, WILLIAM SEPTIMUS. *Education in England.* Bulletin of School Service. Vol. XI, No. 4. Lexington, Kentucky: College of Education, University of Kentucky, June, 1939. Pp. 138.

Uniform Crime Reports for the United States and Its Possessions. First Quarterly Bulletin, 1939. Vol. X, No. 1. Federal Bureau of Investigation. Washington, D. C.: United States Government Printing Office, 1939. Pp. 53.

Uniform Crime Reports for the United States and Its Possessions. Second Quarterly Bulletin, 1939. Vol. X, No. 2. Federal Bureau of Investigation. Washington, D. C.: United States Government Printing Office, 1939. Pp. 55-113.

Violations of Free Speech and Rights of Labor. Report of the Committee on Education and Labor. Washington, D. C.: United States Government Printing Office, 1939. Pp. v+335.

WILDER, HOWARD B. *Work Guide in American History for Senior High Schools.* Edited by Spaulding, Francis T. Boston: Houghton Mifflin Company, 1939. Pp. vii+152. 60 cents.

PROPOSED CHANGES IN THE CONSTITUTION OF THE NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS

The Planning Committee has recommended and the Executive Committee, after careful consideration, has approved the following proposed changes in the constitution.

Article III — Membership

Section 1. The membership of the National Association of Secondary-School Principals shall consist of three classes: active, associate, and institutional.

Section 6. Institutional membership shall be open to all secondary schools and libraries. The annual dues of \$5.00 shall be paid by the school. The principal of a member school shall be credited with a personal participating membership and shall receive all benefits and privileges pertaining thereto. The school library shall receive duplicate copies of all proceedings, bulletins, reports, special reports of the National Honor Society, and a subscription to *Student Life*. The school may also designate a teacher representative who shall receive delegate privileges, including convention registration fee, at the annual and summer conventions of the Association.

Article IV — Officers

Section 5. The Executive Committee shall appoint sectional chairmen and recorders for the divisions or sections of the junior colleges, the senior high schools, and the junior high schools. These officers shall assist in the making and handling of sectional programs for the conventions of the Association and give assistance in other ways as may be determined by the Executive Committee. When these officers are not members of the Executive Committee, they shall act in an advisory capacity to the Executive Committee within the fields represented.

Section 6. The chairman of the Planning Committee shall be a member of the Executive Committee, ex-officio, acting in a special capacity as the chairman of a sub-committee on planning.

Section 7. The five members of the Planning Committee shall be appointed by the Executive Committee. The term of office shall be for five years without reappointment. One member is to be elected each year. One member shall be designated by the Executive Committee as chairman.

Section 8. Each state association shall appoint a state coördinator who shall jointly represent the state association and the national organization. When state associations do not provide such an officer, the Association shall appoint a state coördinator.

Article V — Nominations and Elections

Section 1. The state coördinators shall constitute a board of nominators for the elective officers of the Association. Each coördinator shall send

to the president of the Association, not less than sixty days in advance of the annual meeting, a nomination for each of the elective officers. When possible the coördinators shall obtain the endorsement of the state association for the names submitted. The coördinator shall send a supporting statement and endorsement for each of his nominations in accordance with the qualifications as listed in Section 3 of Article V.

Section 2. The state coördinators shall meet as a board of nominators at a regularly scheduled meeting at the time of the annual convention. A tabulated report of the nominations with supporting statements and endorsements shall be presented by the chairman of the board of nominators, who shall previously have been appointed by the president from the present or past membership of the Executive Committee.

Section 3. The board of nominators in making their final selections, shall consider the tabulated returns in relation to: (a) service which the nominee has given his state principals' association and particularly the National Association; (b) qualities and accomplishments which point to successful national leadership; (c) consideration of the standing of the school represented by the nominee; (d) consideration to the frequency of representation from the territory of each of the Regional Associations of Colleges and Secondary Schools; (e) consideration to the balance of representation among the several offices in respect to the various geographical regions as represented by the regional associations; (f) consideration but not obligation to follow sequence of office in respect to the nominees; (g) freedom to propose other nominations under justifiable expedient.

Section 4. Eighteen coördinators shall constitute a quorum for the board of nominators. Any lack in the representation herein provided shall be filled by temporary appointments made by the Executive Committee or the president.

Section 5. The chairman of the board of nominators shall submit the final list of candidates as prepared by the board to the members of the Association at the annual business meeting. A written statement in support of each nominee shall be read by the chairman to the members assembled.

Article III.—To Section 1 has been added the institutional class of membership. Section 6 has been changed to agree with the new membership class.

Article IV.—Sections 5, 6, 7, and 8 are new.

Article V.—Sections 1, 2, and 3 replace the old Sections 1, 2, and 3; and Sections 4 and 5 are new.

The above proposed changes are published for the information of the members of the Association. The proposals will be presented for vote of the members at the St. Louis convention in February, 1940.

THE COMMITTEES OF THE NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS

Executive Committee

Article IV, Section 3 of the Constitution states "The executive committee shall consist of the officers, the retiring president, and three other members each elected for a term of three years." . . . Section 4 states that "The executive secretary shall be selected by the executive committee; his duties and compensation shall be determined by the executive committee.

The Executive Committee also acts as the chief administrative body, which decides all policies and makes all decisions on the major projects of the National Association of Secondary-School Principals. (See inside cover page for members.)

Finance Committee

Article VI of the Constitution states "The president shall appoint, subject to the approval of the executive committee, two members who shall, with the executive secretary, constitute a board of finance to act in the capacity of trustees, to have custody of the funds of the National Association, to have same properly audited, and to submit annually a report to the National Association."

The members of the Finance Committee are:

Chairman, Dr. W. C. Reavis
Professor of Education
University of Chicago
Chicago, Illinois

O. V. Walters, Principal
East High School
Aurora, Illinois

Executive Secretary: H. V. Church
5835 Kimbark Avenue
Chicago, Illinois

Committee on Planning

The Executive Committee appointed the Committee on Planning at the St. Louis meeting, February, 1936, as the result of repeated suggestion which pointed to the need of a central planning body. For some time there had seemed to be the feeling that the status and future work of the National Association demanded analysis, consideration, planning, an functional operation. Thus the long-time job of the Committee was generally indicated. (The detailed objectives of this Committee are set down on pages nine and ten of *Bulletin 65*.) The term of office is five years.

The Committee on Planning consists of the following members:

Chairman, Francis L. Bacon,
Principal
Evanston Township High School
Evanston, Illinois
(Retires in 1942)

Dr. Thomas H. Briggs
Teachers College
Columbia University
New York City, New York
(Retires in 1940)

Dr. R. D. Lindquist
 Director, The University School
 Ohio State University
 Columbus, Ohio
 (Retires in 1941)

Dr. W. C. Reavis
 Professor of Education
 The University of Chicago
 Chicago, Illinois
 (Retires in 1943)

Arthur Gould
 Assistant Superintendent of Schools
 Los Angeles, California
 (Retires in 1944)

Implementation Committee

The Implementation Committee plans to publish, from time to time, materials which are of direct service to high-school principals in dealing with some of the most common problems met in secondary schools. At present, the Implementation Committee is at work on the general problem of the education of the large number of boys and girls for whom the usual curriculum is unsuited. A grant from the General Education Board is furnishing support for a phase of this work which has to do with the adjustment to the occupational life of the community of youth who leave school during high school or at its conclusion.

The members of this Committee are:

Chairman, Will French
 Teachers College
 Columbia University
 New York, New York

Oscar Granger, Principal
 Haverford Township High School
 Upper Darby, Pennsylvania

H. H. Stewart, Principal
 Davis High School
 Mount Vernon, New York

DeWitt S. Morgan
 Superintendent of Schools
 Indianapolis, Indiana

George C. Jensen
 Assistant Superintendent of Schools
 Sacramento, California

Howard Dare White
 State Department of Education
 Trenton, New Jersey

Eli C. Foster, Principal
 Central High School
 Tulsa, Oklahoma

John W. Harbeson
 Pasadena Junior College
 Pasadena, California

F. C. Jenkins
 1232 Eighteenth Street
 Nashville, Tennessee

William F. Rasche, Principal
 Vocational School
 Milwaukee, Wisconsin

F. T. Spaulding
 Harvard University
 Cambridge, Massachusetts

Committee on Publications

The Publication Committee has general oversight of the two publications of the National Association of Secondary-School Principals: *The Bulletin* and *Student Life*.

The members of this committee are:

<i>Chairman</i> , Paul B. Jacobson	Walter E. Myer, Director
The University High School	Discussion Group Project
University of Chicago	1201 Sixteenth Street, N. W.
Chicago, Illinois	Washington, D. C.

A. V. Lockhart, Principal
Thornton Fractional Township High School
Calumet City, Illinois

Committee on Student Activities

<i>Chairman</i> , Mr. Edgar Johnston,	Mr. A. A. Douglas,
University High School,	Chief of Department of Secondary
University of Michigan,	Education,
Ann Arbor, Michigan.	Sacramento, California.

Principal Owen A. Emmons,	Principal Galen Jones,
Cooley High School,	High School,
15055 Hubbell Avenue,	Plainfield, New Jersey.
Detroit, Michigan.	

Committee on Youth

<i>Chairman</i> , Paul B. Jacobson	Charles H. Judd
The University High School	National Youth Administration
University of Chicago	Washington, D. C.
Chicago, Illinois	

Will French	
Teachers College	Paul Rehmus
Columbia University	High School
New York, New York	Grosse Pointe, Michigan

CALENDAR OF PROFESSIONAL MEETINGS

- Alabama Association of Secondary-School Principals, Birmingham, Alabama, March 13.
- American Association for Health, Physical Education and Recreation, Hotel Stevens, Chicago, Illinois, April 24-27.
- American Association of Junior Colleges, Columbia, Missouri, February 29-March 2.
- American Association of School Administrators, St. Louis, Missouri, February 24-29.
- American Camping Association, Asilomar, California, January 25-27.
- American Council of Guidance and Personnel Associations, St. Louis, Missouri, February 21-24.
- Colorado Secondary-School Principals Association, University of Colorado, Boulder, Colorado, March 21-22.
- Department of Elementary School Principals, St. Louis, Missouri, February 26.
- International Council for Exceptional Children, Pittsburgh, Pennsylvania, February 22-24.
- Junior High School Conferences of New York University, Washington Square, New York, March 15-16.
- Kansas Association of Secondary Principals, Topeka, Kansas, February 2-3.
- Maine Association of Principals of Secondary Schools, Augusta, Maine, May 3.
- Michigan Representatives Assembly of the Michigan Education Association, Lansing, Michigan, April 5-6.
- National Association of Secondary-School Principals, St. Louis, Missouri, February 24-29.
- National Association of Secretaries of State Teachers Associations, St. Louis, Missouri, February 26.
- National Education Association, Milwaukee, Wisconsin, June 30-July 4.
- National League of Teachers Associations, St. Louis, Missouri, February 25-27.
- National Vocational Guidance Association, St. Louis, Missouri, February 21-24.
- Nebraska State Teachers Association, Department of Superintendents and Principals, Omaha, Nebraska, March 28-29.
- School Public Relations Association, St. Louis, Missouri, February 24-29.
- South Dakota Association of Secondary-School Principals, Vermillion, South Dakota, April 12-13.
- Twelfth Annual Science and Engineering Fair, New York City, New York, April 14-20.
- West Virginia Association of Secondary-School Principals, Beckley, West Virginia, April 5-6.

